DOCUMENT RESUME

ED 437 313 SO 031 213

TITLE	Vicksburg National Military Park: Art/Music Educator's Guide.
INSTITUTION	National Park Service (Dept. of Interior), Washington, DC. National Register of Historic Places.
PUB DATE	1999-00-00
NOTE	82p.; For Vicksburg National Military Park Social Studies Educator's Guide, see SO 031 214.
AVAILABLE FROM	Teaching with Historic Places, National Register of Historic Places, National Park Service, 1849 C Street, NW, Suite NC400, Washington, DC 20240. For full text: <http://nps.gov/vick/eduguide/edguide/htm>.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Art Activities; *Art Education; *Civil War (United States); *Cultural Enrichment; Elementary Secondary Education; Field Trips; Heritage Education; Historic Sites; *Music Education; Songs; *United States History; Units of Study
IDENTIFIERS	*Military Combat; Mississippi; Site Visits; *Vicksburg National Military Park MS

ABSTRACT

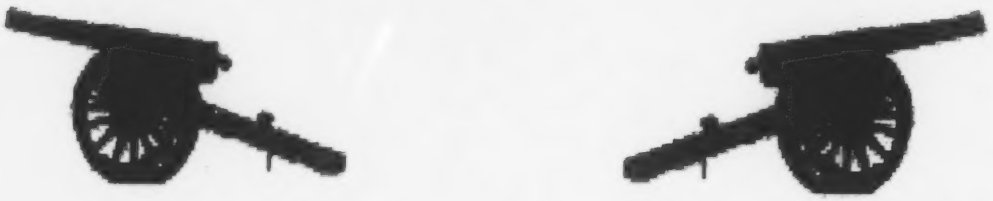
This guide seeks to help bring to life the human struggle that was endured in the Campaign for Vicksburg (Mississippi). The guide notes that the Campaign for Vicksburg, which took place from May to July of 1863, was considered the most strategic battle of the Civil War, but more than generals and maps, it featured the common soldier, sailor, and civilian who witnessed a lifetime in 47 days. The guide includes information about the park, the resources available, and planning a field trip. Activities in the guide have age group recommendations for K-12 and each section provides supplemental classroom activities. The guide is divided into the following sections and subsections: (1) "Introduction"; (2) "Banners of Glory"; (3) "Create Your Own Museum"; (4) "Design a Fort"; (5) "Expressions from the Past"; (6) "Messages"; (7) "Mural of the Siege"; (8) "Singing Soldiers"; (9) "Song Analysis"; (10) "Tour Guide Brochure"; (11) "What's My Habitat?" (12) "Woven Histories"; (13) "Wrap Up Activities"; (14) "Civil War Terms"; (15) "Read More About It"; (16) "And in the End"; and (17) "Evaluation." (Contains 57 references.) (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 437 313

Vicksburg National Military Park

Art/Music Educator's Guide



Vicksburg National Military Park
3201 Clay Street
Vicksburg, Mississippi 39183
U.S.A.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO 031 213

http://www.nps.gov/vick/eduguide/edguide.htm

1999

BEST COPY AVAILABLE

Table of Contents - Art/Music

Introduction
- Dear Educator
- How to Use This Guide
  - A. Introduction
  - B. Goals
  - C. Whom to Call
- Park Significance
- The River, The Campaign

Banners of Glory
- Banners of Glory Activity Sheet
- Banners of Glory Key

Create Your Own Museum

Design a Fort
- Design a Fort Cards

Expressions from the Past

Messages
- Messages Activities - Flags A-F
- Messages Activities - Flags G-L
- Messages Activities - Flags M-R
- Messages Activities - Flags S-X
- Messages Activities - Flags Y-Z
- Message Flags Key

Mural of the Siege

Singing Soldiers
- Patriotic - The Bonnie Blue Flag
- Patriotic - The Bonnie Blue Flag with the Stripes and Stars
- Patriotic - The Battle Cry of Freedom - Northern Version (Rallying Song)
- Patriotic - The Battle Cry of Freedom - Southern Version (Rallying Song)
- Camp Life - Goober Peas
- Camp Life - A Life on the Vicksburg Bluffs
- Love Ballad - Aura Lee
- Home Front - When Johnny Comes Marching Home

Song Anaylsis

Tour Guide Brochure

What's My Habitat?

Woven Histories
Quilt Activity Sheet

Wrap Up Activities

Civil War Terms

Read More About It

And in the End

Evaluation

Dear Educator,

This guide was written to help you bring to life the human struggle that was endured in the Campaign for Vicksburg. The guide can help you bring a complex subject to your students. You and your students will probably come up with new and different ways to see the Park. We hope this guide will give you a few new tools to teach and enlighten your class. After all, the Campaign for Vicksburg was more than generals and maps, it was the common soldier, sailor and civilian who witnessed a lifetime in 47 days. Invite your students to experience those times and see beyond the hills to the people. If you plan to visit the park the following excerpt from John Brown's Body by Stephen Vincent Benet can help set the mood.

The Park Staff at Vicksburg National Military Park.

That is the chess and the scheme of the wooden blocks
Set down on the contour map.
Having learned so much,
Forget it now, while the ripple-lines of the map
Arise into bouldered ridges, tree grown, bird visited,
Where gnats buzz, and the wren builds a hollow nets...
See no names of leaders painted upon the blocks.

... but see instead

Three miles of living men - three long double miles
Of men and guns and horses and fires and wagons,
Teamsters, surgeons, generals orderlies,
A hundred and sixty thousand living men
Asleep or eating or thinking or writing brief
Notes on the thought of death, shooting dice or swearing
Groaning in the hospital wagons, standing guard...
Hearing a stream or a joke or a horse chopping grass
Or hearing nothing, being too tired to hear.

...A hundred and sixty thousand
Breathing men, at night, on two hostile ridges set down.

How Can You Use This Guide ?

Included in this guide are objectives and activities designed to help you meet your classroom goals and enjoy a productive field trip to Vicksburg National Military Park. This guide includes information about the Park, the resources available, and planning your field trip.

The activities have age group recommendations (K-12). Each section has supplemental classroom activities. Beforehand, decide what the goal of your trip will be and which activities best meet this goal. Choose an activity more relevant for you, your students, and the field trip.

Also, please look through the last chapter, Odds and Ends, for post-field trip games and activities to round out the students' experience.

A. Introduction

The difference between making your field trip just another fun day outside the classroom or a powerful learning experience in the field depends on how well you and your students are prepared. The blending of park and classroom learning activities is the essence of focusing a field trip.

1. Be familiar with the site! It is important for you and your fellow educators to visit the Park and explore it yourselves. The seasons change, so please visit during the same season as your field trip.

2. Divide your class into small groups if possible before you arrive at the park and let the groups know who they are. Groups of 20 or less are helpful in rotating through the museum & visitor center. This helps to maximize exposure to the message at these sites.

3. Plan the trip ahead of time. Know what concepts you want to get across and select or design activities that teach those ideas. The emphasis of the field trip activities should be on the quality of the experience, not the number of facts or names you can remember.

4. Call the Park to inform them of your trip. Please see C. Whom to Call for What in this section.

5. Ask for suggestions from your students. What do they expect to see and do? If they can help design it, and have an investment in it, their visit to the Park will be more memorable. Follow up on any sparks of interest you noticed during your pretrip activities or as you explained the upcoming trip. Ask your students to answer the following questions and then use their responses in your planning:

    a) What do you expect to see at the Military Park?

    b) What do you expect to do at the Military Park?

    c) What would you like to study at the Military Park?

B. The Goals of the "Parks as Classrooms" Program

The goals of the "Parks as Classrooms" program and Vicksburg National Military Park are:

1) To foster an awareness of our cultural resources and the role Vicksburg National Military Park plays in preserving these resources.

2) To help students understand that the Civil War had interrelationships which shaped the soldiers, civilians, battles and the war.

3) To provide every student with opportunities to acquire, knowledge, values, attitudes, commitment and skills needed to understand and appreciate the past and improve and/or protect our cultural and natural resources.

Mission of the National Park Service *"... To conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such a manner and by such means as will leave them unimpaired for the enjoyment of future generations."*

Act establishing the National Park Service August 25, 1916

Enabling Legislation Vicksburg National Military Park - February 21, 1899

"The purpose of Vicksburg National Military Park is to commemorate the campaign, siege and defense of Vicksburg from April 1862 to July 4, 1863 and to interpret the history of Vicksburg under Union occupation during the Civil War and Reconstruction "

C. Whom To Call For What

1) Contact Person: Interpretive Specialist

2) Phone: (601) 636-0583, ext 8021

3) Location: Vicksburg National Park is located off I-20 at Exit 4B.

4) Mailing Address: 3201 Clay Street, Vicksburg, MS 39183-3495

5) Advance Notice: Please notify the Park that you are planning a visit. Remember spring is the busiest time of year, if possible plan your field trip in the off season.

6) On-site Programs: Rangers will assist you at the Park. If staff are not available to present programs on your trip date, please feel free to visit, with a rented guide or self guided tour. We will help you plan your activities.

Vicksburg National Military Park Significance

To help you appreciate Vicksburg National Military Park the following are a few significant features about the park.

1) The most strategic campaign of the Civil War.

2) The focus of the western campaign in the Civil War.

3) The major campaign for control of the Mississippi River.

4) The collection of monuments (approximately 1,400) is one of the more expansive in the world and includes works by many of the leading artists of their time. It is the largest collection of outdoor art in the Southeast United States.

5) Largest Civil War cemetery in the United States.

6) Second engagement of African-American troops in the Civil War.

7) Springboard for General U.S. Grant's military and political career.

8) The CAIRO is the most intact representative of river iron-clad naval warfare.

9) Fort Nogales (Fort Hill) was a Spanish fort and is an important cultural resource.

10) The Arch was built to symbolize the reunification of the nation.

11) The bluffs, the river and Mint Springs are unique natural resources that provide habitats for plant and animal species which would generally not be found in an urban setting.

Vicksburg National Military Park Background

"whether any of us will ever be able to live contented in times of peace and laziness. Our generation has been stirred up from its lowest layers and there is that in its history which will stamp every member of it until we are all in our graves. We cannot be commonplace... One does every day and without a thought, what at another time would be the event of the year, perhaps a life."
Henry Adams, Secretary U.S. Embassy London, England 1863

More than one hundred and thirty years have passed since the Civil War divided our nation, yet this conflict still haunts us. This background section will not cover the causes, the politics, nor the major battles of the Civil War, for these topics have been written about in depth and in countless volumes. Your textbooks and curriculum should be your guide to these topics. Feel free to adapt or modify the activities in this guide to help your students understand the other facets of the Civil War. This section will introduce you to one segment of that great conflict, Vicksburg's role in the Civil War.

The River

To study the Vicksburg Campaign without a map of the United States is similar to trying to find your way out of a dark room without a flashlight. Spread out a large map of the United States, preferably on the floor where your students can gather around it. Divide the nation in two, Confederate and Union. Now have them imagine they are the Presidents of these two nations. What is the most important geographical feature your army needs to control to remain a united nation?

General William T. Sherman called the Mississippi River "the spinal column of America." Have your students highlight the Mississippi River in one color and the tributaries in another color. Make sure the students follow the rivers to their source. The Mississippi River indeed looks like a spinal column with tributaries the rib cage. In the 1800's these rivers were the roadways that transported a nation's goods. Long before the railroad and interstates, the Mississippi River was the economic strength of the country. By the 1840's, the river was transporting goods worth more than one hundred million dollars. Even the railroad could not replace the value of the river.

Old Man River, The Great River, Big Muddy, The Father of Waters, The River, The Mississippi... however it is known it is not commonplace. The Mississippi River drains half a continent. The river basin is larger than Great Britain, Ireland, France, Spain, Portugal, Germany, Austria, Italy, Greece and Turkey combined. In the words of Mark Twain, "It is the crookedest river in the world." The Mississippi River Valley with its fertile lands has been home to humans for more than 10,000 years. Native Americans used its banks to build great cities and the water to travel to Canada and Mexico to trade with other tribes. The explorer Hernando DeSoto was the first European to catch a glimpse of the great river. He died and was buried on its banks.

For one hundred and fifty years, no one explored the river, despite rumors of a mighty river to the west. In 1673 a French merchant, Louis Joliet and a priest, Jacques Marquette reached the

junction of the Wisconsin and Mississippi Rivers. Canoeing down river in eerie solitude for two weeks, they landed one night and discovered footprints. Following the footprints the next morning, the two men came upon an Indian settlement. Treated to a banquet and given a friendly farewell, the explorers continued downstream. Travelling a short distance they heard a roar: "a torrent of yellow mud rushed furiously athwart the calm blue current of the Mississippi, boiling and surging and sweeping in its course logs, branches and uprooted trees." This was the mouth of the Missouri River, "that savage river."

They passed the Ohio, through canebreaks and sandbars; they fought mosquitoes, floating along day after day for a month. Finally reaching the mouth of the Arkansas River, the two men turned back. Joliet and Marquette knew the Mississippi River did not drain into the Gulf of California, but the Gulf of Mexico. The two explorers carried the news of their discoveries back to Canada. But believing was not proof. It was up to French explorer Richard LaSalle to prove the final end to the river. He sailed passed the bluffs where Vicksburg would be, visited the Natchez Indians, passed the bayous and into the Gulf of Mexico, where he claimed the mighty river for King Louis of France.

Five flags have flown over the bluffs of Vicksburg: French, Spanish, English, Confederate and American. The French constructed Fort St. Pierre in the early 17th century, followed by the Spanish and English. The Spanish called it Fort Nogales (meaning walnut); the English referred to the area as Walnut Hills. By the 1790's, the Spanish lost their rights to the area. The fort was abandoned and a small band of Americans occupied the fort until the army arrived. Major Kersey renamed it Fort McHenry. By the early 1800's Fort McHenry was abandoned for the defenses at Natchez.

In 1812, Newit Vick and his family arrived in the Walnut Hills. Naming the area "Vicksburgh", a city grew. By the 1830's, Vicksburg was a major port on the Mississippi River. A rail line connecting the western United States to Mississippi was placed at Vicksburg. The city became an economic force on the river. Vicksburg was known throughout the nation not only for its transportation center, but for its beautiful location. Sitting high on three hundred-foot bluffs, it was nicknamed "The Terraced City."

A dark night in April 1861 would bring Vicksburg into more prominence. The firing on Fort Sumter started the long dark road of the Civil War. Ask your students if they were the President of the Confederacy how would they protect the Mississippi River? Which side of the river would be the best to build forts? Which cities controlled railroad lines? Which cities were major ports? New Orleans, Memphis, Baton Rouge, Columbus, Port Hudson, Natchez, Vicksburg? Jefferson Davis called Vicksburg "The Gibraltar of America." By the summer of 1862, Vicksburg was the nail holding the Confederacy together.

How would you as President of the United States try to gain control of the river? Do you need to control the river? What cities would be the key to opening up the river? New Orleans, Memphis, Baton Rouge, Columbus, Port Hudson, Natchez and Vicksburg? Abraham Lincoln said of Vicksburg: "We may take all the northern ports of the Confederacy, and they can still defy us from Vicksburg. It means hog and hominy without limit, fresh troops from all the states of the far South, and a cotton country to raise the staple without interference."

To understand why the Mississippi River was crucial to both sides look at your map. By 1861, the Mississippi River was rich in legend, it had become a "national river. " Pioneers had crossed it to discover gold in California and the fertile lands of Oregon. It was the springboard to the west. The river was the economic lifeline of Minnesota, Wisconsin, Iowa, Illinois, Indiana, Ohio and Missouri. Without access to the ports on the Mississippi River there was no market for the crops grown in the breadbasket of America. As a boy from Wisconsin told his father as he left home to enlist: "the Confederacy can have South Carolina and Virginia and Georgia and whatever else it wants...he did not care a spit for them. But he was damned if they can have the Mississippi." To the Westerners in the North and South the issue was clear: the river was the key to the continent and to their nations. To control the Mississippi River Valley became a crusade. Vicksburg with its high bluffs, deep ravines and swamplands was a natural fortress. The city also served as a transportation center vital to the Confederacy. Fortified with earthworks and cannons, Vicksburg became a citadel that kept the Confederacy in control of the great river.

In the fall of 1861 two events in Missouri would help determine who controlled the river. On a cold damp day in October, the first ironclad vessel in the Western Hemisphere was launched. The Carondelet and her six sister boats would help shape the future of the river. The other was an insignificant looking general whose time in history had come.

The Campaign

No one knows for sure when Ulysses S. Grant formulated his plan to strike into the heartland of the Confederacy. Growing up in a small Ohio River town, he understood the importance of the river system. In the winter of 1862 the slow campaign to open up the Mississippi River Valley began with the capture of Fort Henry on the Tennessee River and Fort Donelson on the Cumberland. The assault on these forts was successful because of the relationship Grant had with Admiral Andrew H. Foote of the river navy. The combined army/navy offensive was so effective that it would be used over and over again.

In October 1862, Grant was appointed commander of the Army of the Tennessee and charged with clearing the Mississippi of Confederate resistance. That same month, Lieutenant General John C. Pemberton, a Pennsylvanian by birth, assumed command of the Confederate forces ordered to keep possession of Vicksburg and the river. Vicksburg became the focus of military operations for both men.

Pemberton ordered his men to strengthen the fortifications at Vicksburg. A nine - mile curved line was constructed to protect the city from an attack on its land sides. The line ran from bluffs north of the city to the southern river bank. Artillery positions and earthen forts were built. Deep wide ditches were dug in front of the line so assaulting troops would have steep walls to climb before reaching the fortifications. Rifle pits were built to provide deadly crossfire. One hundred fifteen cannon and 31 heavy guns were placed on the hills and along river batteries. Deep gullies and ravines created broken and complicated terrain. Trees were cleared and abatis were constructed. The first assault for Vicksburg did not come from the east, but from the sea.

Admiral David Glasgow Farragut, with his ocean going sailing ships, had captured New Orleans, Baton Rouge and Natchez. He had come to Vicksburg expecting an easy victory; but the city

refused to be intimidated by Farragut, his ships or his previous successes. After months of shelling the city, Farragut was forced to retreat in July 1862, before his deep sea flotilla was left high and dry in the summer drought.

The first battle went to the terraced city. While the Confederates were celebrating, an ominous cloud was approaching from the north . The ironclads of the river flotilla had opened the Mississippi River from Columbus, Kentucky to Memphis, Tennessee. Only Vicksburg and Port Hudson remained in Confederate hands.

The stage was set for a classic campaign. Men and women from twenty eight states, nearly 100,000 troops, would participate in a military crusade still studied today.

During the winter of 1862 - 1863, Grant conducted a series of amphibious operations aimed at reducing Vicksburg. Referred to as the Bayou Expeditions, they were a series of differing approaches: Yazoo Pass Expedition, Steele's Bayou, Lake Providence and Grant's Canal. All of them failed to capture Vicksburg, but succeeded in making the Union troops physically fit. By the spring of 1863, Grant set into motion a series of diversionary tactics. With the assistance of Admiral Porter and the river flotilla, Grant began to march to Vicksburg.

On March 31, 1863, the Army of the Tennessee moved from its encampment at Milliken's Bend, Louisiana. On April 16th, Porter's flotilla of gunboats and transport vessels ran passed the batteries of Vicksburg. By the 28th of April, the Union Army was established at Hard Times, Mississippi above the fortifications at Grand Gulf. Although Admiral Porter's gunboats bombarded the Confederate forts to prepare the way for a crossing, the Confederates were able to keep the Union Army on the western side of the Mississippi River. Grant then marched his troops further south, and on April 30th, his troops were transported across the river, unopposed, at Bruinsburg.

Rapidly moving eastward to secure the bridgehead, the Union Army met elements of Pemberton's Confederate forces near Port Gibson on May 1st. The Confederates fought a gallant holding action, but were overwhelmed and fell back toward Vicksburg. After meeting and defeating a small Confederate force near Raymond on May 12th, Grant's troops attacked and captured Jackson, the state capital, on May 14th, scattering its defenders.

Turning his army westward, Grant moved along the line of the Southern Railroad of Mississippi. At Champion Hill on May 16 and at Big Black River Bridge on May 17, his soldiers attacked and overwhelmed Pemberton's disorganized Confederates, driving them back into the Vicksburg fortifications. By May 18th, the advanced units of the Federal Army were now at the door to Vicksburg. The Union Army had marched hundreds of miles and fought five major battles in less than a month. On May 19th, Grant, thinking that Pemberton's troops were demoralized and arrogant about the Union victories, assaulted fortress Vicksburg. The attempt failed. A second assault was launched on May 22nd. It also failed.

Both commanders had their orders and neither would relent. Grant realized it was useless to expend more lives in attempts to take the city and ordered siege operations to begin. Admiral Porter's fleet began blasting the city and cut the communication along the river, while Grant

hammered the fortifications from the land. Pemberton dug in and was prepared to wait it out. He sent a message to General Joseph Johnston asking for relief. He wanted Johnston to attack Grant from the east, so that the Union general would be trapped between the two Confederate armies. Relief never came. For forty seven days, the troops and civilians of Vicksburg endured bombardment and starvation. By the end of June, Pemberton realized that relief was not coming and his troops were too weak to fight their way out. Pemberton knew he must "capitulate upon his best attainable terms." On the afternoon of July 3rd, he met with Grant to discuss terms for the surrender of Vicksburg.

Grant demanded unconditional surrender; Pemberton refused. The meeting broke up. During the afternoon, the Federal commander modified his demands. The terms allowed the Confederates to sign paroles not to fight and the officers were allowed to retain their sidearms and mounts. Pemberton accepted these terms, and at 10 a.m. on July 4, 1863, Vicksburg was officially surrendered.

When Port Hudson surrendered five days later, the Mississippi River was opened. As President Lincoln said: "The Father of Waters again goes unvexed to the sea." For the people who fought the campaign to defend or capture the great river, it was a crusade. A crusade whose price was 20,000 casualties, thirteen thousand of whom became unknown soldiers buried among the hills and bluffs of the Terraced City.

Banners of Glory

Classroom Activities: Art
Social Studies

Grades: K- 12

Objectives: Students will understand the significance of the battle flags.

Materials: Flag activity sheet, crayons, markers, cloth, sewing supplies, fusible webbing, glue gun.

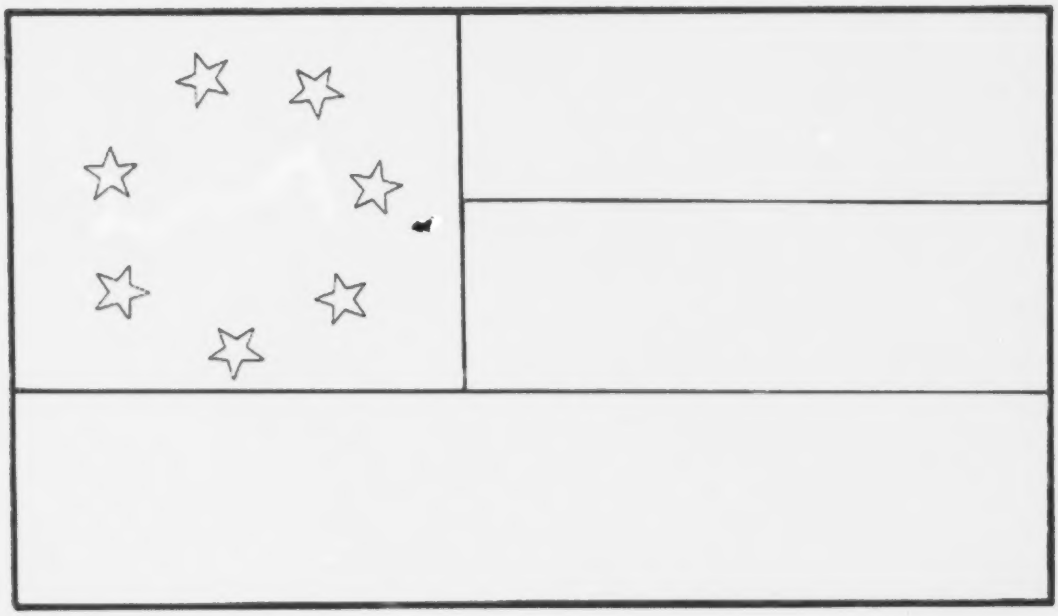
Background:

The flags of a regiment were the symbols of its spirit. They were never to fall. It was a great disgrace for unit to have its flag captured, and a great triumph to capture the enemy's flag. The flag bearers were unarmed and led the march into battle with their flags held high. The flag was the rallying point for the regiment, and a target for the enemy soldiers. The strength of an army could be determined by the number of regimental flags. The flags were an aid to the generals by marking a unit's position on the battlefield. To serve in a unit's color guard was an honor and the man chosen to be color bearer had the most dangerous position in the regiment. The flags were held with such high esteem that many men fell in battle trying to keep the unit's colors flying. During the Union assault at Vicksburg on the Stockade Redan, seventeen men of the 1st Battalion, 1 3th U.S. Infantry, fell trying to keep the flag aloft.

Method:

Discuss with your students the importance of the flags to the Civil War soldier. Have the students color the flags on the activity sheet. You may want your students to construct flags out of cloth. Older students can research stories about the valor of the color bearers. Your class may wish to design their own flag, or a flag for their field trip to the park.

Banners of Glory
Activity Sheet



Banners of Glory
Key

STARS AND BARS: The Confederate States of America was organized in Montgomery, Alabama, in February 1861. Many people sent in flag designs, including Nicola Marschall. His design was chosen in March as the National flag, although never officially recognized by the Confederate Congress. Originally seven in number, they increased to eleven. Kentucky and Missouri each had two governments, one loyal to the North and one to the South. Many Confederate flags therefore show the thirteen stars. Colors: horizontal stripes are red, white and red; the canton is dark blue with white stars.

STARS AND STRIPES: Ulysses S. Grant chose the Stars and Stripes as his headquarters flag. It had 36 stars, although officially the 36th star (for Nevada) was added after the Civil War. The arrangement of the stars was not uniform, Lincoln refused to remove the eleven stars representing the seceding states from the flag. Each star is for each state and the thirteen stripes stand for the original states. Colors: canton is blue with white stars; there are seven red and six white stripes.

15th ARMY CORPS HEADQUARTERS FLAG: Each division in the Corps had its own solid color with the cartridge box in the center and the words FORTY ROUNDS. The headquarters flag combined the four colors of the divisions. A normal cartridge box had 20 rounds and soldiers would often split these up to balance the weight on either side of their belts. Colors: the four quarters (clockwise from upper left) are red, white, dark blue and dark yellow. The inscriptions are black; the cartridge box is light brown with a gold oval.

ARMY OF THE WEST: Major General Earl Van Don set the pattern for a Confederate battle flag used in Texas, Mississippi, Arkansas and Missouri. This one was carried by the 40th Mississippi Volunteers. The crescent was a symbol of the South in New Orleans and South Carolina. The stars are for the Confederate states. Colors: red field: white stars and crescent; yellow border on the three outer edges; white border alone the hoist.

5th REGIMENT U.S. HEAVY ARTILLERY: Company C of the regiment received a splendid banner "presented by the colored citizens of Natchez, Mississippi." As was usual in those days, the design was painted in oil; every flag was unique and each was a work of art.
African-Americans participated extensively, especially in the Union Army, throughout the Civil War. Colors: field is yellow; the ribbons are red with gold inscriptions and borders; the other emblems are gold.

MISSISSIPPI FLAG: On January, 1861 this flag was adopted for the "independent republic of

Mississippi." Painted in the middle was a large magnolia tree. In the mid-nineteenth century most American states did not have their own flags. Those adopted later in the century were larger based on Civil War era designs, both in the North and South. Colors: the field is white; the canton is blue with a white star; the vertical stripe at the fly is red; the magnolia tree is brown with green leaves and white flowers.

Create your own Museum

Classroom Activities: Art
Language Arts
Social Studies

Grades: K- 12

Objectives: Students will reinforce their tour of the park by creating a museum and giving tours to other classes.

Materials: Art supplies, Vicksburg keepsakes, souvenirs, maps. Older students will need lettering materials to make signs

Background:

Post trip activity. After the students visit the park, they will create a museum in their classroom

Methods:

Students will set up a museum reflecting their views of the park. Students can make replicas of the items they saw, use photographs, souvenirs, maps etc... Older students can make exhibit signs. Students will develop a tour of their museum and present it to others.

Design - a - Fort

Classroom Activity: Art
Engineering
Social Studies

Grades: 3- 12

Objectives: Younger students will be able to classify fortifications by shapes. Older students will be able to describe fortification adaptations and how these adaptations worked in differing geographic areas.

Materials: Five cards from the masters provided. Art materials and paper. Note: shape and materials are the only cards needed for younger students.

Background:

Fortifications are the result of adaptations over centuries of use. When military technology changed, such as the invention of the cannon, fortifications adapted. During the Civil War military technology changed drastically. Shell guns and rifled cannon made brick fortifications obsolete. Vicksburg's earthwork structures represents the fortifications which were used until World War 1.

Methods:

Make cards from master provided. Divide the cards into 5 groups of 4 cards each. Pass one complete set of cards to group of students. There may be 5 groups, with four to six students in each group. If the class is larger make additional sets of cards. Have the students design a fortification from the cards. Each group should create a drawing or model of their structure. Have each group report to the class about their "fort" and how they think it could survive the type of attack on the card.

Older students can challenge each other by one side designing a fort, the other, designing ways to destroy the fort.The purpose cards could be used to set up the opposing forces scenario

Questions to Ponder:

1. What advantages did earthworks have over brick, concrete or timber?

2. What major military technological changes occurred during World War I that caused the end of trench warfare?

Design-A-Fort Cards

Materials

BRICK	**TIMBER**	**SOIL**
TIMBER & SOIL	**CONCRETE**	**FREE CHOICE**

Terrain

OPEN FIELD	**FOREST**	**SWAMP**
HILLS	**RIVER BOTTOM**	**FREE CHOICE**

SHAPE

CIRCLE	REDOUBT 4-SIDED	REDAN 3-SIDED
LUNETTE crescent	FREE CHOICE	

Obstacles

ABATIS	RIFLE PITS	CANNON
PARAPET	MINES	FREE CHOICE

Purpose

Survive Infantry Attack
Survive Cavalry Attack
Survive Naval Bombardment
Survive Artillery Shelling
Survive a Siege

Expressions from the Past

Classroom Activities: Art
Language Arts
Photography
Social Studies

Grades 7-12

Objectives: Students will research historical photographs and discuss the impact of photography on the Civil War.

Materials: Civil War books, newspapers, documentaries. Camera, film, presentation boards to display photographs.

Background:

The Civil War introduced a new art form to the world: photography. Photographs, unlike the artistic renderings of the battle scenes, were graphic representations of the horror of war. The artist tended to present a romantic view of war, while the camera showed its realities. The photographer would often arrive at the battle scenes one to two days after the event, when bodies would still be lying on the ground where they had fallen. The photographers during the Civil War spoke of "smelling the great battles before seeing them." Photographers of the time would take liberties and often stage shots, but most of the time the scenes needed no props. The reality of the scenes conveyed the message quite well, for the first time in history the names of the dead now had faces.

Methods:

Have students research Civil War books and newspapers for photographs or watch Civil War documentaries such as PBS' THE CIVIL WAR or A&E'S CIVIL WAR JOURNAL. Have the students choose a photograph that has impacted them and write why the photograph affected them. Have the students work in small teams and photograph their community. These photographic essays should evoke a message the students want to convey to their classmates and to the future.

Questions to Ponder:

1. Did television do to the Vietnam War what photography did to the Civil War?

2. Are we no longer shocked by the horrors of war and accept its' gruesome reality?

Messages

Classroom Activities: Art
Language Arts
Social Studies

Grades: 1 - 12

Objectives: To communicate a message to their classmates, using Navy signal flags.

Materials: Flag patterns, crayons or markers, scissors, pencil and paper.
Optional: colorful cloth, glue gun.

Background:

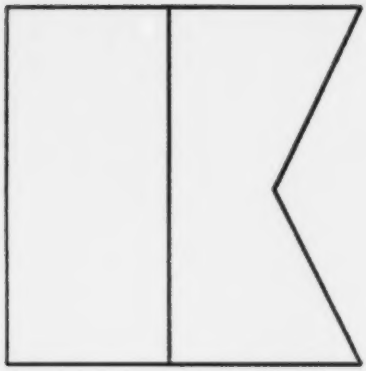
The widespread battlefields of the Civil War required a comprehensive communications system. This system had effectively sent messages across miles of territory, between army and navy units and could be difficult to decipher. In order for the army and navy to communicate, Army Signal Corpsmen were placed on naval vessels and Naval Signalmen were assigned to Army units. Messages were ciphered and transmitted. The Navy signal flags were brightly colored to make them easier to read during the smokey, hazy conditions of battle. The Navy had a flag for each letter and would hoist the flags up the mast. Using cipher, a flag could denote a message, i.e. A = escort transports. The USS CAIRO had it's signal mast on the bow of the hurricane deck.

Method:

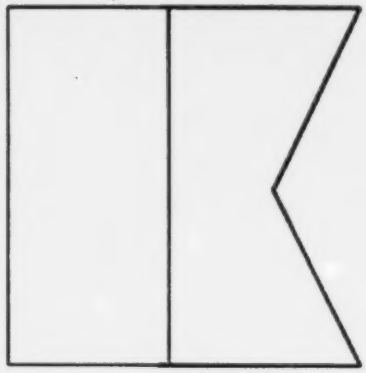
Have the students color and cut out the signal flags. Divide the class into groups. Have the groups write a message and send it to the class members. The remaining teams try to decipher the message. Younger students can just spell out their messages older students can create a cipher. A cipher can be as simple as transposing letters, i.e. A = D, B = E etc... Students may wish to make flags out of cloth and send messages across a field.

Messages Activities

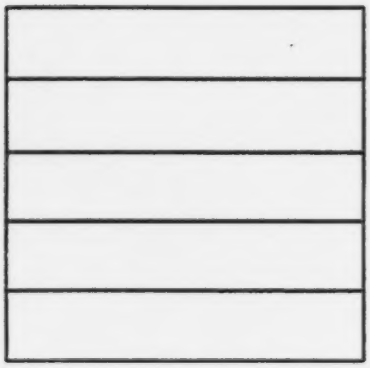
A.



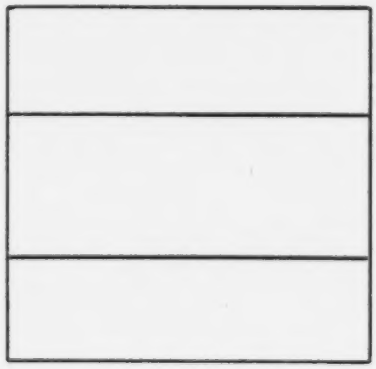
B.



C.

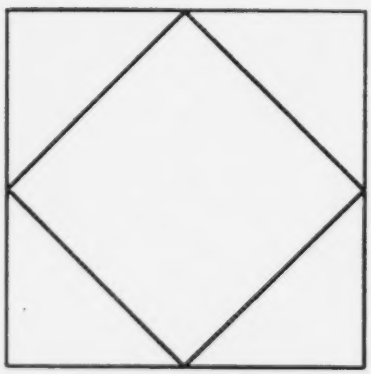


D.

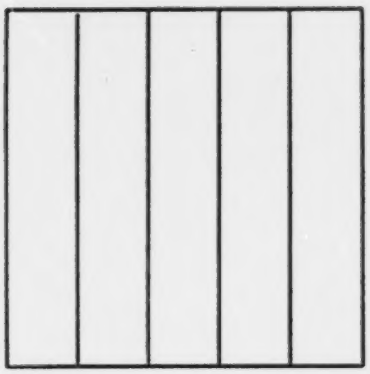


E.

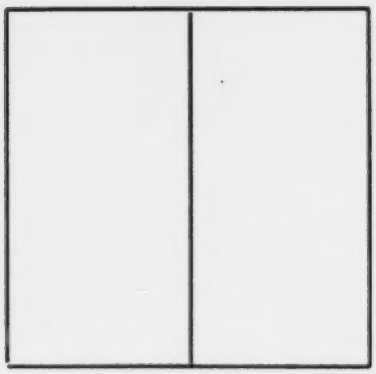
F.



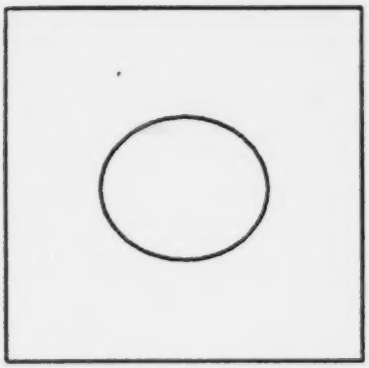
G.



H.

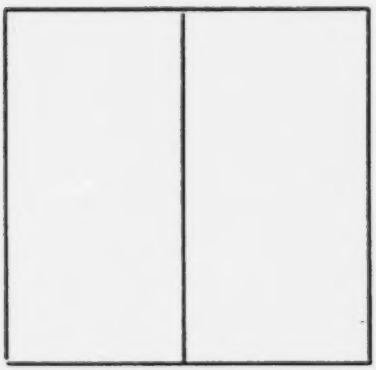


I.

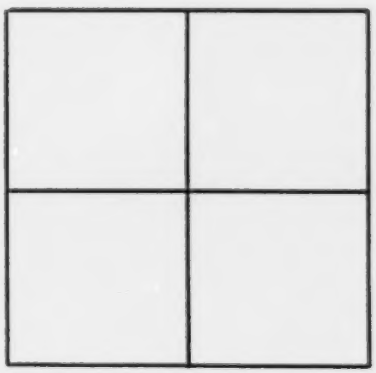


J.

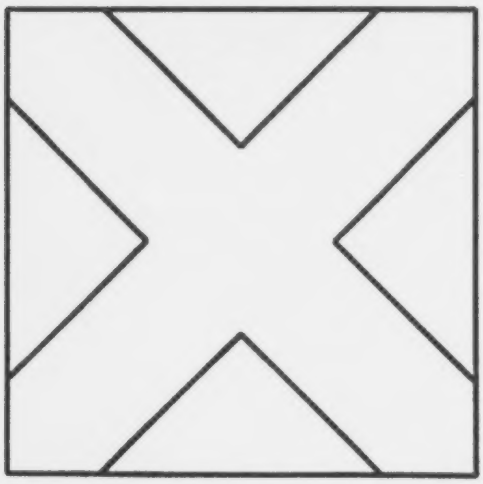
K.



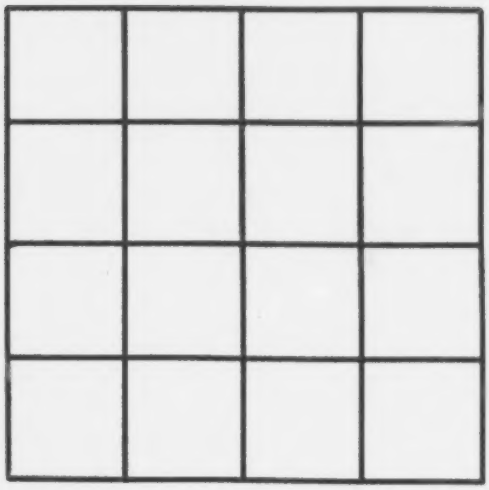
L.



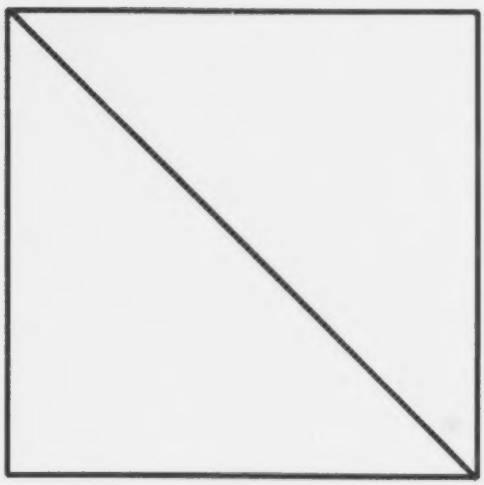
M.



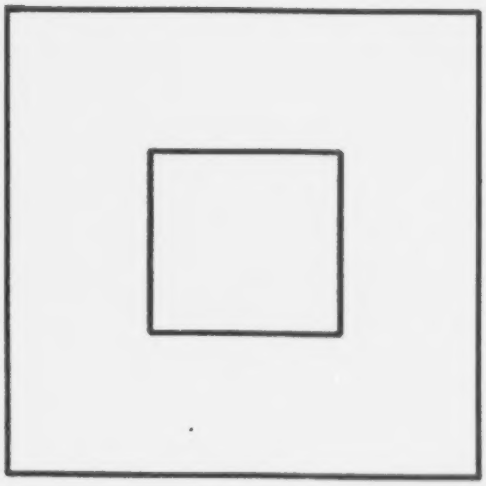
N.



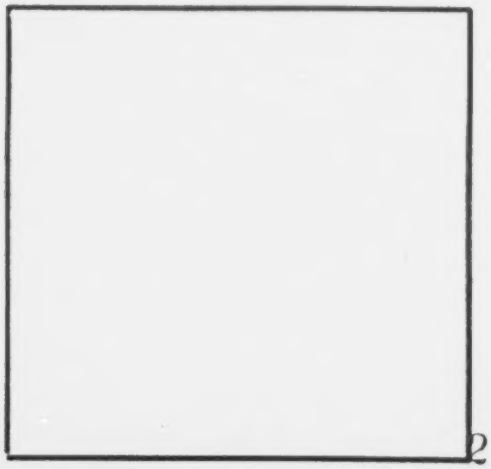
O.



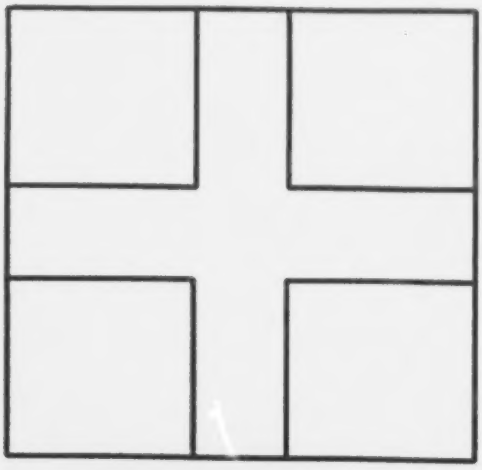
P.



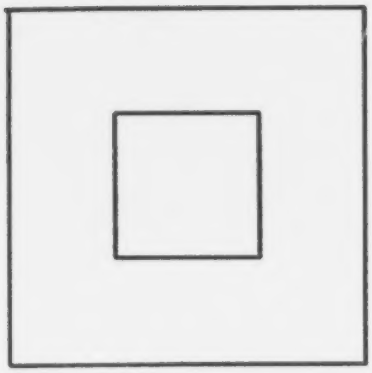
Q.



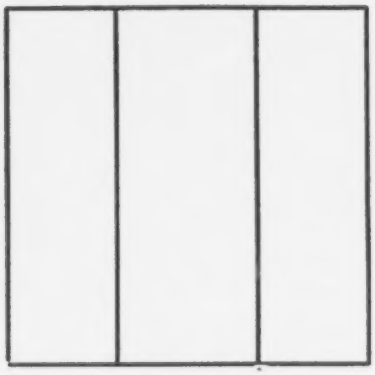
R.



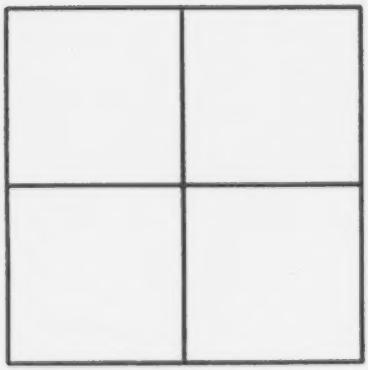
S.



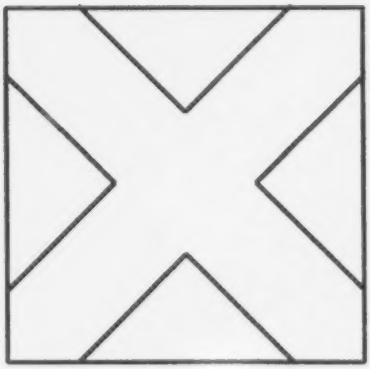
T.



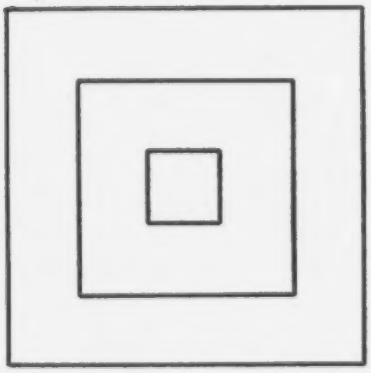
U.



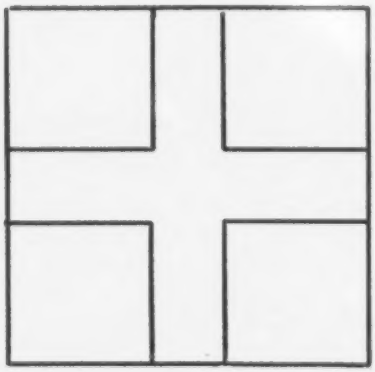
V.



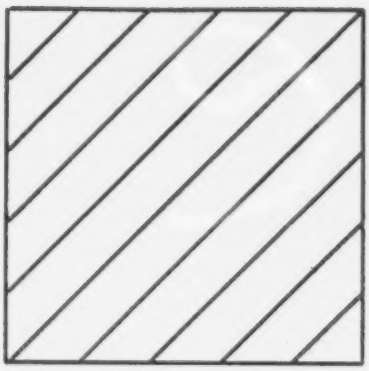
W.



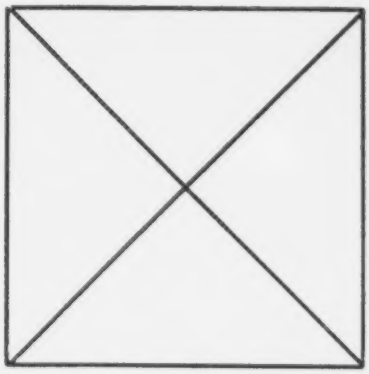
X.



Y



Z.



Message Flags Key

A - Left to Right: White, Blue

B - Solid red

C - Top to Bottom: Blue, White, Red, White, Blue

D - Top to Bottom: Yellow, Blue, Yellow

E - Top to Bottom: Blue, Red

F - Square: White, Diamond: Red

G - Left to Right: Yellow, Blue, Yellow, Blue, Yellow, Blue

H - Left to Right: White, Red

I - Square: Yellow, Circle: Black

J - Top to Bottom: Blue, White, Blue

K - Left to Right: Yellow, Blue

L - Clockwise Upper Left: Yellow, Black, Yellow, Black

M - Square: Blue, Cross: White

N - By Row 1st & 3rd: Blue, White, Blue, White, 2nd & 4th: White, Blue, White, Blue

O - Left to Right: Yellow, Red

P - Large Square: Blue, Small Square: White

Q - Solid Yellow

R - Square: Red, Cross: Yellow

S - Large Square: White, Small Square: Blue

T - Left to Right: Red, White, Blue

U - Clockwise Upper Left: Red, White, Red, White

V - Square: White, Cross: Red

W - Large Square: Blue, Medium Square: White, Small Square: Red

X - Square: White, Cross: Blue

Y - Upper Left to Lower Right: Yellow, Red, Yellow, Red, Yellow, Red, Yellow, Red, Yellow, Red

Z - Clockwise Top: Yellow, Blue, Red, Black

Mural of the Siege

Classroom Activities: Art
Social Studies

Grades: 4- 12

Objectives: Students will demonstrate a knowledge of persons, places and events related to the Siege of Vicksburg by painting scenes of the Siege in chronological order

Materials: Approximately 5'x 5' white paper or newspaper print. Paint, paint brushes, pencils, tape.

Background:

Since ancient times great battles have been sculpted on temples or painted on walls. This was a way to communicate a culture's history into the future. The Civil War was no exception. Artists & soldiers alike drew sketches of battles and camplife. These drawings often appeared in newspapers. But many drawings can only be found in personal diaries of those who were there.

Methods:

Divide the class into small groups. Assign each group an aspect of the Siege of Vicksburg. Have students research and paint the event on a banner. Have the groups join the banners together in a artistic and logical sequence to create a mural of the Siege of Vicksburg.

Possible aspects:

Confederate and/or Union Lines

Cave Life

Union Assaults on the fortified lines

Camplife

City life

Gunboats

Bombardment of the City

The explosion under Third Louisiana Redan

Orion P. Howe 14 year old Medal of Honor recipient

Singing Soldiers

Classroom Activities: Music
Social Studies

Grades: K- 12

Objectives: Students will sing songs that were sung by Union and Confederate soldiers during the Civil War. Older students will be able to discuss the meaning of the Civil War songs and define the term "musical borrowing"

Materials: Copies of songs from masters provided: Musical accompaniment if available. Note: Civil War musical tapes are available for check-out at Vicksburg National Military Park if music teacher is not available.

Songs Provided:

1. "The Bonnie Blue Flag"
2. "Battle Cry of Freedom"
3. "A Life On The Vicksburg Bluffs"
4. "Aura Lee"
5. "When Johnny Comes Marching Home"

Background:

Spending very little time in battle, the average Civil War soldier had a lot of time on his hands. As a result, music became a favorite form of recreation for men in gray and blue. Many soldiers on leaving home for the war took violins, guitars, flutes and other musical instruments with them. They entertained their comrades at camp or on board ship with informal concerts.

But music was more than just a pastime: it gave the men a way to express their emotions and moods. Singing helper to relieve boredom from the daily routine of camp or shipboard life; it helped to combat fatigue and weariness of the long march; and gave the men courage in battle. There were patriotic songs; songs about soldiering life; tender ballads to express feelings for a loved one; and songs that reflected domestic life.

The music of North and South was a mixture of Negro spirituals, gospel tunes, minstrel songs and folk songs. Both sides borrowed each others music and changed the lyrics to express an opposing point of view. It was not uncommon for Confederate and Union bands to compete with one another on the field of battle! Although the Civil War divided the country, the men who fought could sympathize with one another and achieved spiritual oneness through their mutual love of music.

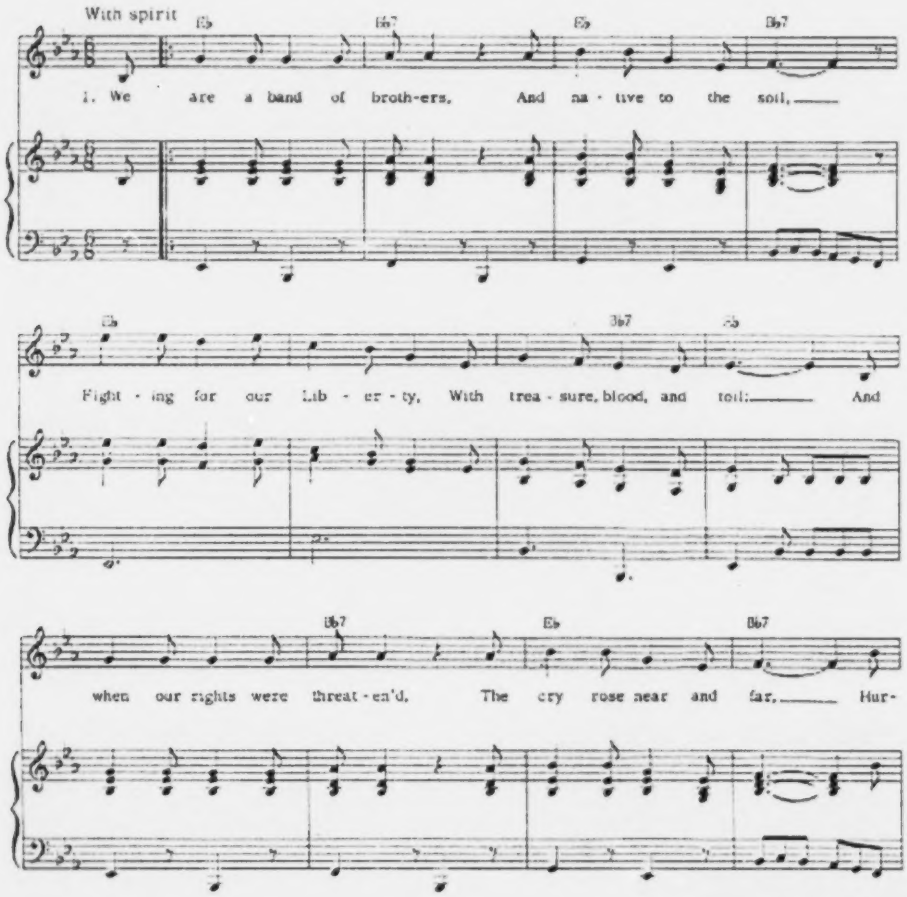
Methods:

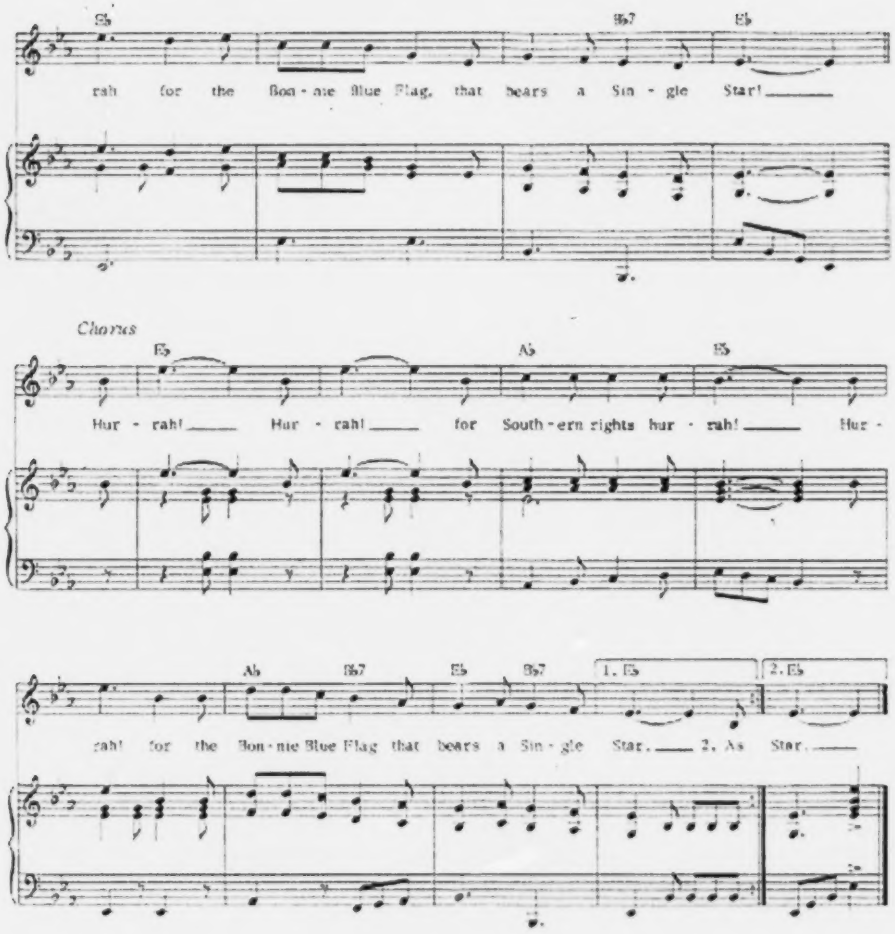
Make copies of the songs provided and pass out to students. Read through the lyrics and discuss the meaning of the songs with the students. Have pianist, if available, play through the songs to familiarize students with the tunes. Have students sing the songs along with the music. After students have sung all the songs, you may want to divide the group in half. One half will be "Yankees" the other half will be "Rebels". Since the "Bonnie Blue Flag" and "Battle Cry of Freedom" have "northern" and "southern" versions, the students can compete with one another to see which side delivers the best rendition.

Patriotic
The Bonnie Blue Flag

Words: Harry Macarthy
Music: "The Irish Jaunting Car"

Excluding "Dixie, " the most popular song in the South and with the Confederate army was "The Bonnie Blue Flag." It was first presented by Marion Macarthy, sister of the author and "Arkansas comedian," at the Varieties Theatre in New Orleans for one of Harry's Personation Acts. " Troops en route to Virginia sang it at the New Orleans Academy of Music in September, 1861. The flag was displayed at the Mississippi Convention of January 9, 1861 which passed the act of secession, and the delegates chanted the new air. The words tell the story of secession and reveal the "temperament of the states at war" and invite other states to join in. The tune is an old Hibernian melody.

Brander Matthews tells us when General Butler was in command of New Orleans, he "made it very profitable by fining every man, woman or child who sang, whistled or played it on any instrument $25.00, besides arresting the publisher, destroying the sheet music and fining him $500."*

With spirit
E♭
B♭7
E♭
B♭7
1. We are a band of broth-ers, And na - tive to the soil,
E♭
B♭7
E♭
Fight - ing for our Lib - er - ty, With trea - sure, blood, and toil: And
B♭7
E♭
B♭7
when our rights were threat - en'd, The cry rose near and far, Hur-

BEST COPY AVAILABLE

Eb
Bb7
Eb
rah for the Bon - nie Blue Flag, that bears a Sin - gle Star!
Chorus
Eb
Ab
Eb
Hur - rah! Hur - rah! for South - ern rights hur - rah! Hur -
Ab
Bb7
Eb
Bb7
1. Eb
2. Eb
rah! for the Bon - nie Blue Flag that bears a Sin - gle Star. 2. As Star.

2. As long as the Union was faithful to her trust,
Like friends and brethren kind were we, and just;
But now, when Northern treachery attempts our rights to mar,
We hoist on high the Bonnie Blue Flag that bears a single star.

Chorus: Hurrah, hurrah, etc.

3. First gallant South Carolina nobly made the stand,
Then came Alabama and took her by the hand;
Next, quickly, Mississippi, Georgia, and Florida,
All raised on high the Bonnie Blue Flag that bears a single star.

Chorus: Hurrah, hurrah, etc.

BEST COPY AVAILABLE

4. Ye men of valor gather round the banner of the right,
Texas and fair Louisiana join us in the fight;
With Davis, our loved President, and Stephens, statemen rare
We'll rally round the Bonnie Blue Flag that bears the single star.

Chorus: Hurrah, hurrah, etc.

5. And here's to brave Virginia, the Old Dominion State,
With the young Confederacy at length has linked her faith;
Impelled by her example, now other States prepare
To hoist on high the Bonnie Blue Flag that bears a single star,

Chorus: Hurrah, hurrah, etc.

6. Then cheer, boys, cheer, raise a joyous shout
For Arkansas and North Carolina now have both gone out,
And let another rousing cheer for Tennessee be given,
The single star of the Bonnie Blue Flag has grown to be eleven.

Chorus: Hurrah, hurrah, etc.

7. Then here's to our Confederacy, strong we are and brave,
Like patriots of old we'll fight, our heritage to save;
And rather than submit to shame, to die we would prefer,
So cheer for the Bonnie Blue Flag that bears a single star.

Chorus: Hurrah, hurrah, etc.

Patriotic
The Bonnie Blue Flag with the Stripes and Stars

Words: Col. J. L. Geddes
Music: "The Irish Jaunting Car"

The success of the song in the South soon invited parody from the North who came forth with a ready answer:

Hurrah! hurrah! for equal rights hurrah!
Hurrah! for the brave old flag that bears the Stripes and Stars.

While a prisoner of war in Selma, Alabama, Col. J. L. Geddes of the Eighth Iowa Infantry wrote "The Bonnie Blue Flag with the Stripes and Stars, " and it was sung by members of his regiment in answer to the Southern song.

1. We're fighting for our Union, we're fighting for our trust,
We're fighting for that happy land where sleeps our Father's dust.
It cannot be dissever'd, tho' it cost us bloody wars.
We never can give up the land where float the Stripes and Stars.

Chorus:
Hurrah ! hurrah! for equal rights hurrah !
Hurrah! for the brave old flag that bears the Stripes and Stars.

2. We treated you as brothers until you drew the sword,
With impious hands at Sumter you cut the silver cord,
So now you hear our bugles; we come the sons of Mars,
We rally round that brave old flag which bears the Stripes and Stars.

Chorus: Hurrah! hurrah! etc.

3. We do not want your cotton, we care not for your slaves,
But rather than divide this land, we'll fill your southern graves.
With Lincoln for our Chieftain, we'll wear our country's scars.
We rally round that brave old flag that bears the Stripes and Stars!

Chorus: Hurrah! Hurrah! etc.

4. We deem our cause most holy, we know we're in the right,
And twenty millions of freemen stand ready for the fight.
Our bride is fair Columbia, no stain her beauty mars.
O'er her we'll raise that brave old flag which bears the Stripes and Stars

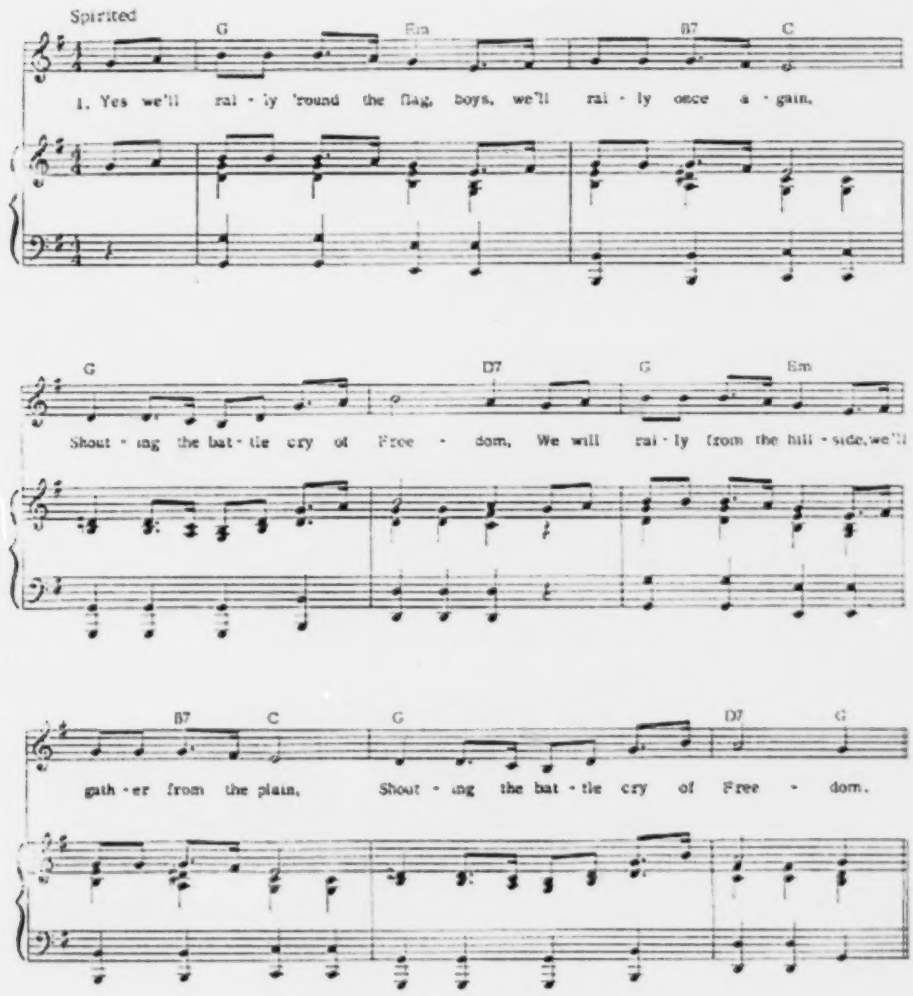
Chorus: Hurrah! hurrah! etc.

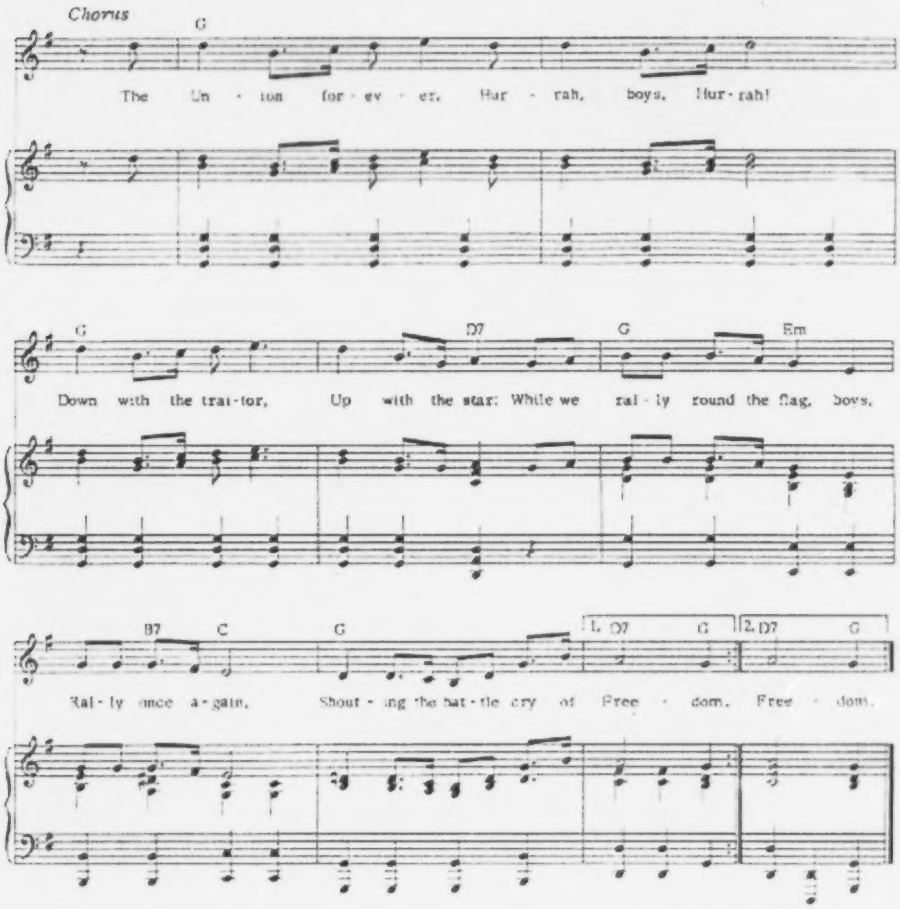
5. And when this war is over, we'll each resume our home
And treat you still as brothers where ever you may roam.
We'll pledge the hand of friendship, and think no more of wars,
But dwell in peace beneath the flag that bears the Stripes and Stars!

Chorus: Hurrah! hurrah! etc.

Patriotic
Battle Cry of Freedom-Northern Version
(Rallying Song)

Words and Music: George F. Root

This was one of Root's best songs. It was the most effective rallying song of the North. Soldiers sang it in battle, in camps and on the long march. The naturalness and spontaneity in the melody and rhythm give it those national qualities of a patriotic song. Root composed two sets of verses, one a civilian rallying song, the second a battle song. The Confederates could not resist the flavor of this spirited tune. One of their prolific composers, H. L. Schreiner, adapted Root's tune for a patriotic song with words by W. H. Barnes.

Spirited
G
Em
B7
C
1. Yes we'll ral - ly 'round the flag, boys, we'll ral - ly once a - gain,
G
D7
G
Em
Shout - ing the bat - tle cry of Free - dom, We will ral - ly from the hill - side, we'll
B7
C
G
D7
G
gath - er from the plain, Shout - ing the bat - tle cry of Free - dom.

BEST COPY AVAILABLE

Chorus
G
The Un - ion for - ev - er. Hur - rah, boys, Hur - rah!
G
D7
G
Em
Down with the trai - tor, Up with the star: While we ral - ly round the flag, boys,
B7
C
G
1. D7
G
2. D7
G
Ral - ly once a - gain, Shout - ing the bat - tle cry of Free - dom. Free - dom.

2. We are springing to the call
Of our brothers gone before,
Shouting the battle cry of Freedom,
And we'll fill the vacant ranks
With a million Free men more,
Shouting the battle cry of Freedom.

Chorus

3. We will welcome to our numbers
The loyal, true and brave,
Shouting the battle cry of Freedom,
And although he may be poor
He shall never be a slave,
Shouting the battle cry of Freedom.

Chorus

4.So we 're springing to the call
From the East and from the West,
Shouting the battle cry of Freedom,
And we'll hurl the rebel crew
From the land we love the best,
Shouting the battle cry of Freedom.

Chorus

BEST COPY AVAILABLE

Patriotic
Battle Cry of Freedom-Southern Version
(Rallying Song)

Words and Music: George F. Root

This was one of Root's best songs. It was the most effective rallying song of the North. Soldiers sang it in battle, in camps and on the long march. The naturalness and spontaneity in the melody and rhythm give it those national qualities of a patriotic song. Root composed two sets of verses, one a civilian rallying song, the second a battle song. The Confederates could not resist the flavor of this spirited tune. One of their prolific composers, H. L. Schreiner, adapted Root's tune for a patriotic song with words by W. H. Barnes.

1. Our flag is proudly floating
On the land and on the main,
Shout, shout, the battle cry of Freedom;
Beneath it oft we've conquered
And will conquer oft again,
Shout, shout, the battle cry of Freedom.

Chorus:
Our Dixie forever, she's never at a loss
Down with the eagle and up with the cross.
We'll rally 'round the bonny flag, we'll rally once again.
Shout, shout the battle cry of Freedom.

2. Our gallant boys have marched
To the rolling of the drums,
Shout, shout the battle cry of Freedom;
And the leaders in charge
Cry, "Come boys, come!"
Shout, shout the battle cry of Freedom.

Chorus:
Our Dixie forever, she's never at a loss
Down with the eagle and up with the cross.
We'll rally 'round the bonny flag, we'll rally once again.
Shout, shout the battle cry of Freedom.

3. They have laid down their lives
On the bloody battle field,
Shout, shout, the battle cry of Freedom;
Their motto is resistance
"To tyrants we'll not yield!"

Shout, shout the battle cry of Freedom.

Chorus:
Our Dixie forever, she's never at a loss
Down with the eagle and up with the cross.
We'll rally 'round the bonny flag, we'll rally once again.
Shout, shout the battle cry of Freedom.

4. While our boys have responded
And to the field have gone,
Shout, shout the battle cry of Freedom;
Our noble women also
Have aided them at home.
Shout, shout the battle cry of Freedom.

Chorus:
Our Dixie forever, she's never at a loss
Down with the eagle and up with the cross.
We'll rally 'round the bonny flag, we'll rally once again.
Shout, shout the battle cry of Freedom.

Camp Life
Goober Peas

Words: P. Pindar, Esq.
Music: P. Nutt, Esq.

"Soldiering can be a very dull job, " says Bell Irwin Wiley in his Life of Johnny Reb. From the diary of a Confederate soldier, James Kuykendall, we get this impression:

> "None can imagine, who has never experienced a soldier's life, the languor of mind-tediousness of time, as we resume day after day the monotonous duties devolved upon us. ".

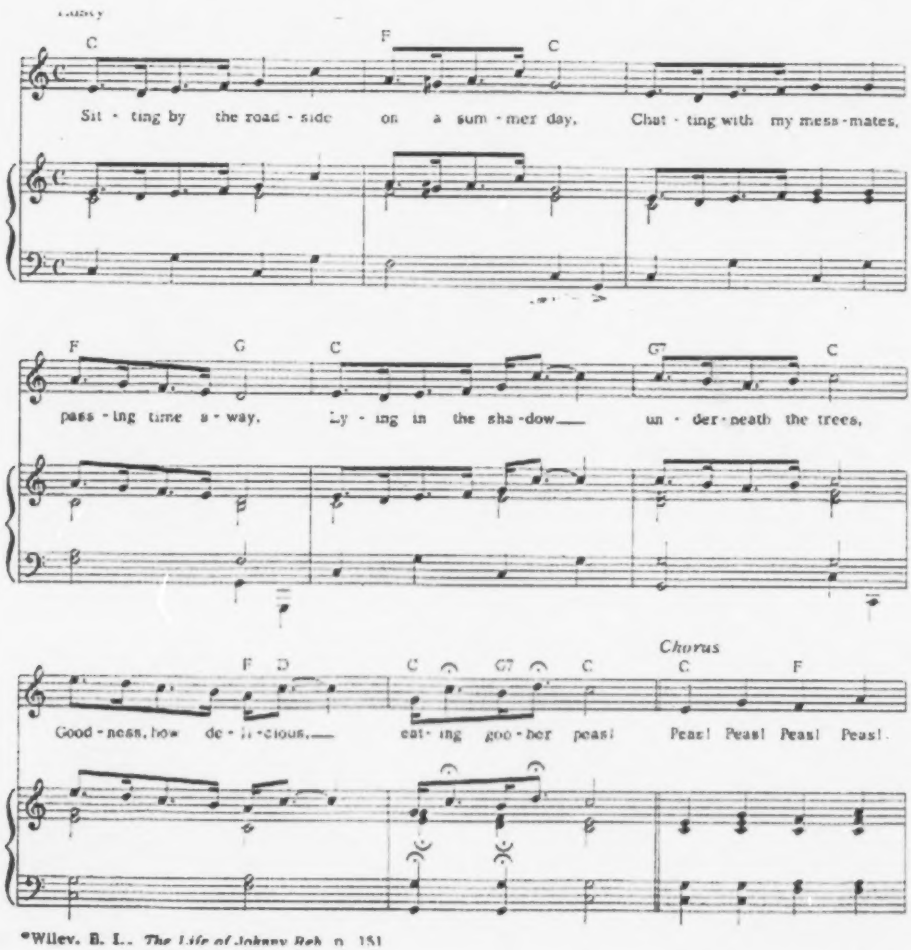
One way of passing the time, when not on the march or at drill, was to get together around the campfire and enjoy some informal singing, This delightful Confederate song has a spontaneity and simplicity with that spirit of songmaking and rhyme that lets the mind forget the orders, the dust and the blistering feet.

Camp Life
Goober Peas

Words: P. Pindar, Esq.
Music: P. Nutt, Esq.

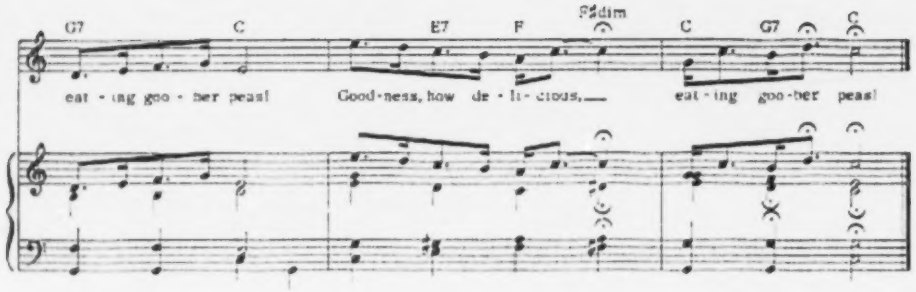
"Soldiering can be a very dull job, " says Bell Irwin Wiley in his Life of Johnny Reb. From the diary of a Confederate soldier, James Kuykendall, we get this impression:

> "None can imagine, who has never experienced a soldier's life, the languor of mind-tediousness of time, as we resume day after day the monotonous duties devolved upon us. ".

One way of passing the time, when not on the march or at drill, was to get together around the campfire and enjoy some informal singing, This delightful Confederate song has a spontaneity and simplicity with that spirit of songmaking and rhyme that lets the mind forget the orders, the dust and the blistering feet.

C F C
Sit - ting by the road - side on a sum - mer day, Chat - ting with my mess - mates,
F G C G7 C
pass - ing time a - way, Ly - ing in the sha - dow un - der - neath the trees,
Chorus
F D C G7 C C F
Good - ness, how de - li - cious, eat - ing goo - ber peas! Peas! Peas! Peas! Peas!

*Wiley, B. I., *The Life of Johnny Reb*, p. 151

BEST COPY AVAILABLE



2
When a horseman passes,
The soldiers have a rule,
To cry out at their loudest,
"Mister, here's your mule,
But another pleasure
Enchantinger than these,
Is wearing out your Grinders,
Eating goober peas!

Chorus: Peas! Peas ! etc.

3.
Just before the battle,
The General hears a row,
He says, "The Yanks are coming,
I hear their rifles now."
He turns around in wonder,
And what do you think he sees?
The Georgia Militia,
Eating goober peas!

Chorus: Peas! Peas! etc.

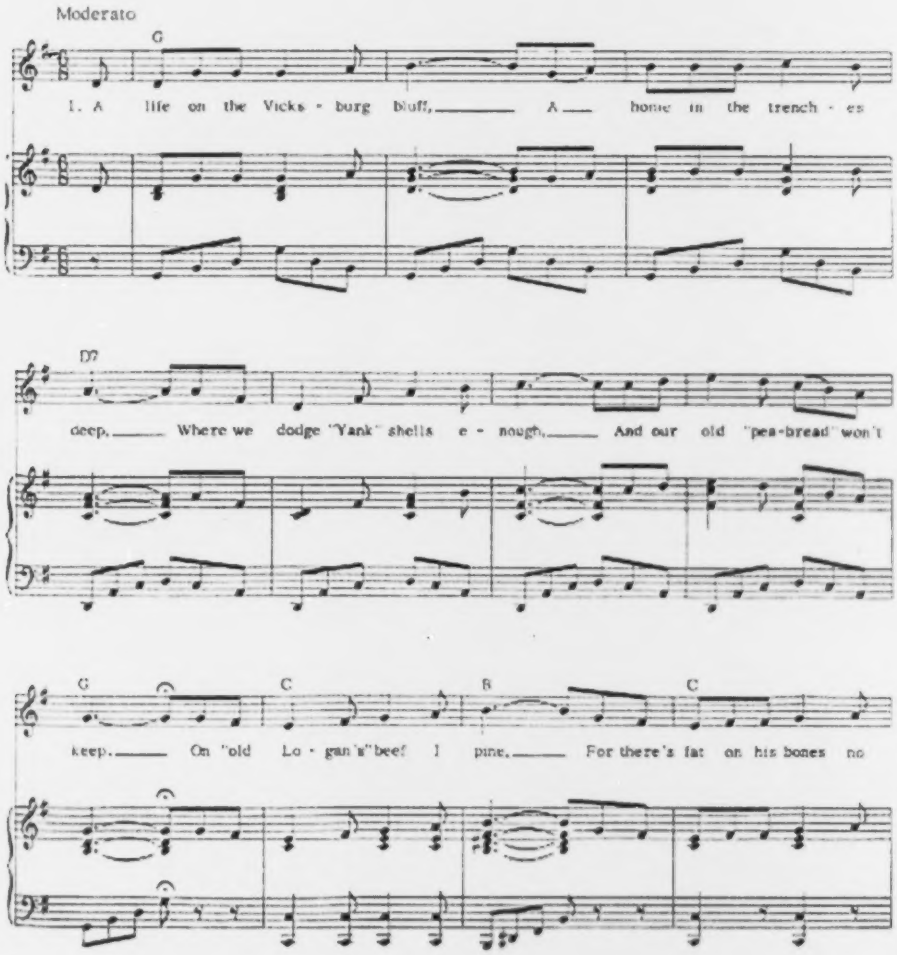
4.
I think my song has lasted
Almost long enough,
The subject's interesting,
But rhymes are mighty rough,
I wish the war was over
When free from rags and fleas,
We'd kiss our wives and sweetheart
And gobble goober peas!

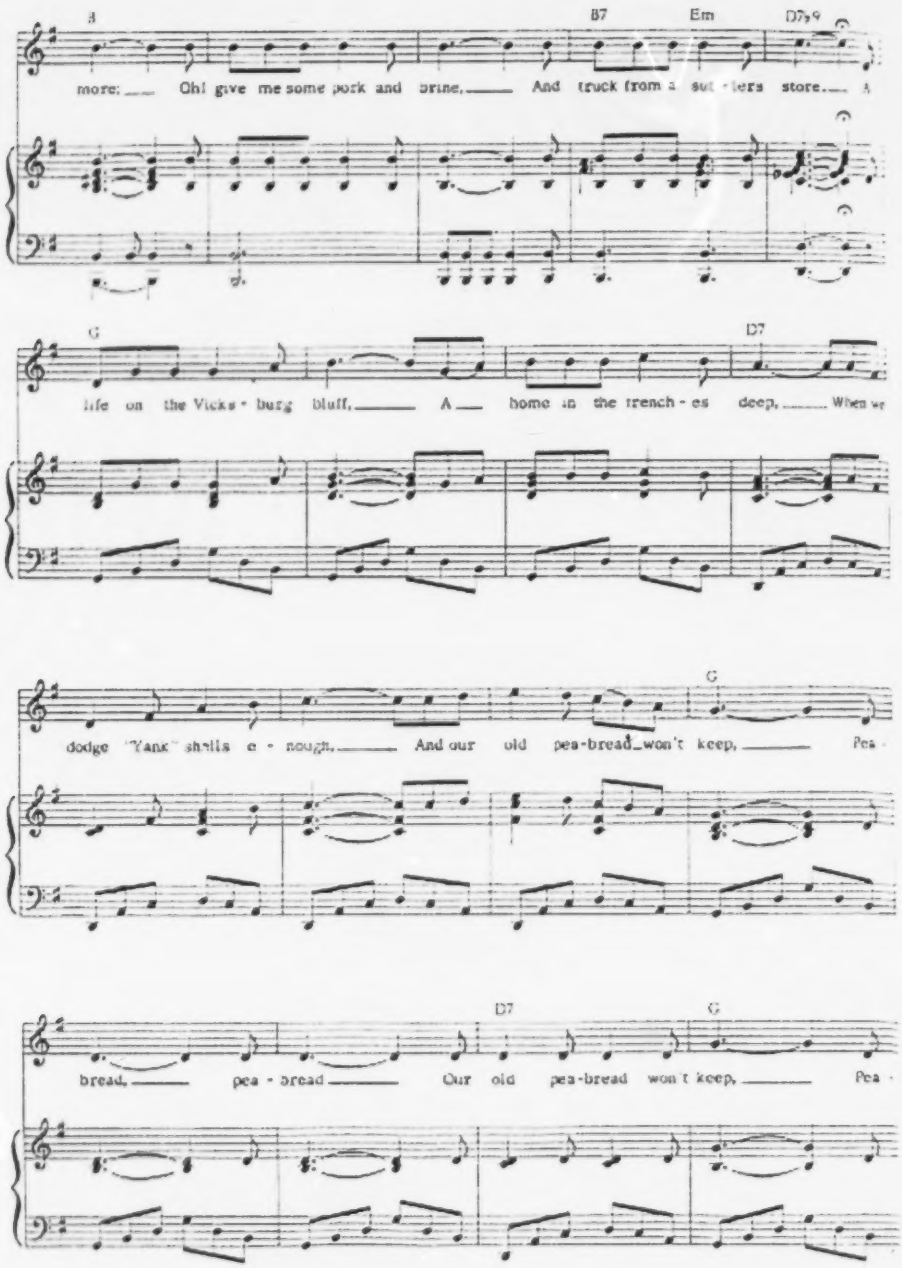
Chorus: Peas! Peas! etc.

Camp Life
A Life on the Vicksburg Bluff

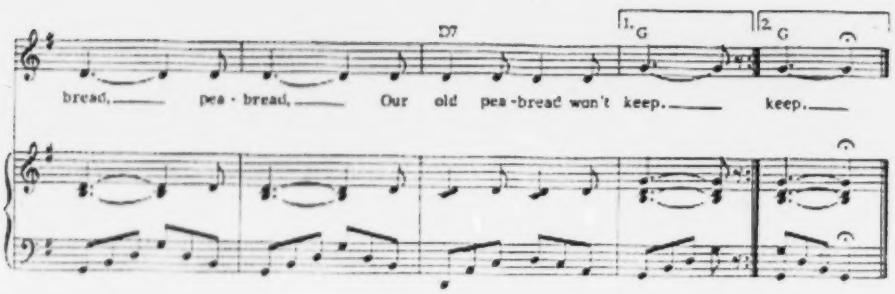
Words: A. Dalsheirner
Music: "A Life On The Ocean Wave"
by Henry Russell

Henry Russell was an Englishman who lived in America from 1833 to 1841. He was a very successful song writer and this tune, composed in 1838, was one of the most popular pieces before and during the war.

The writer of the lyric was a member of the Third Louisiana Regiment during the siege. The song vividly and humorously describes the hardships of the famished garrison and the pandemonium caused by the incessant bombardment. General John C. Pemberton surrendered to Grant on July 4, 1863.

Moderato
G
1. A life on the Vicks - burg bluff, A home in the trench - es
D7
deep, Where we dodge "Yank" shells e - nough, And our old "pea-bread" won't
G
C
B
C
keep. On "old Lo - gan's" beef I pine, For there's fat on his bones no

BEST COPY AVAILABLE

more; Oh! give me some pork and brine, And truck from a sut - lers store.
life on the Vicks - burg bluff, A home in the trench - es deep, When we
dodge "Yank" shells e - nough, And our old pea-bread won't keep, Pea -
bread, pea - bread Our old pea-bread won't keep, Pea -

BEST COPY AVAILABLE



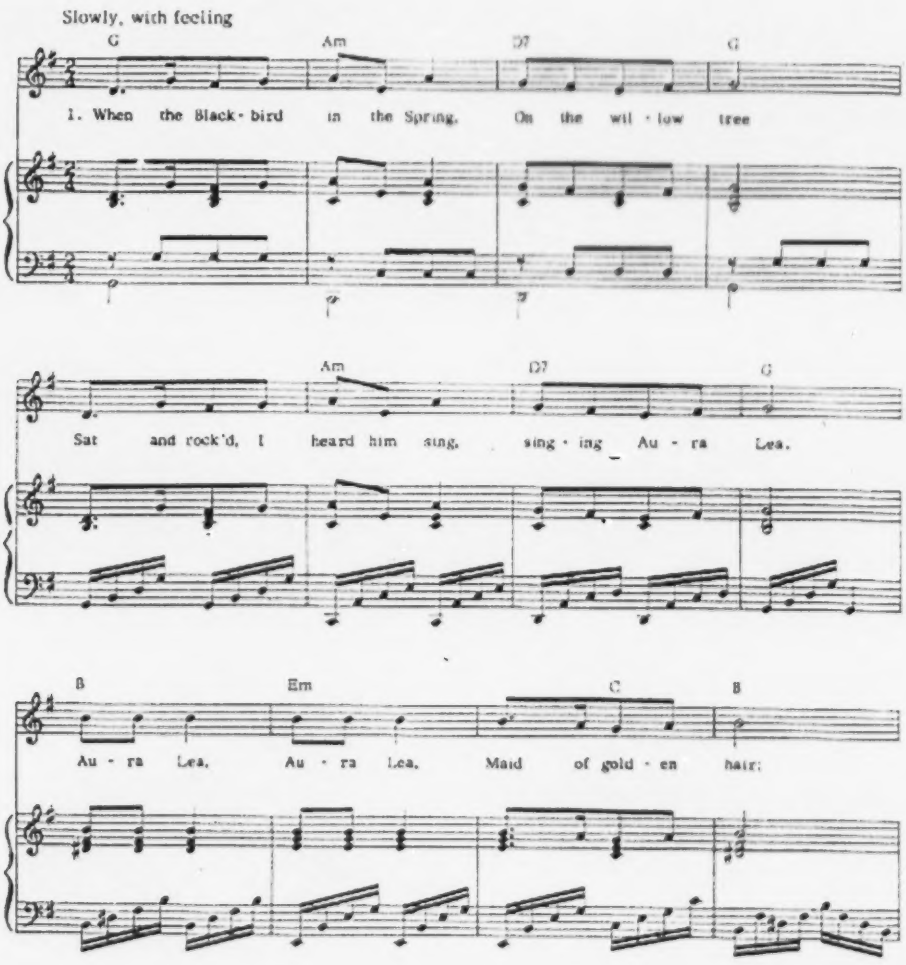
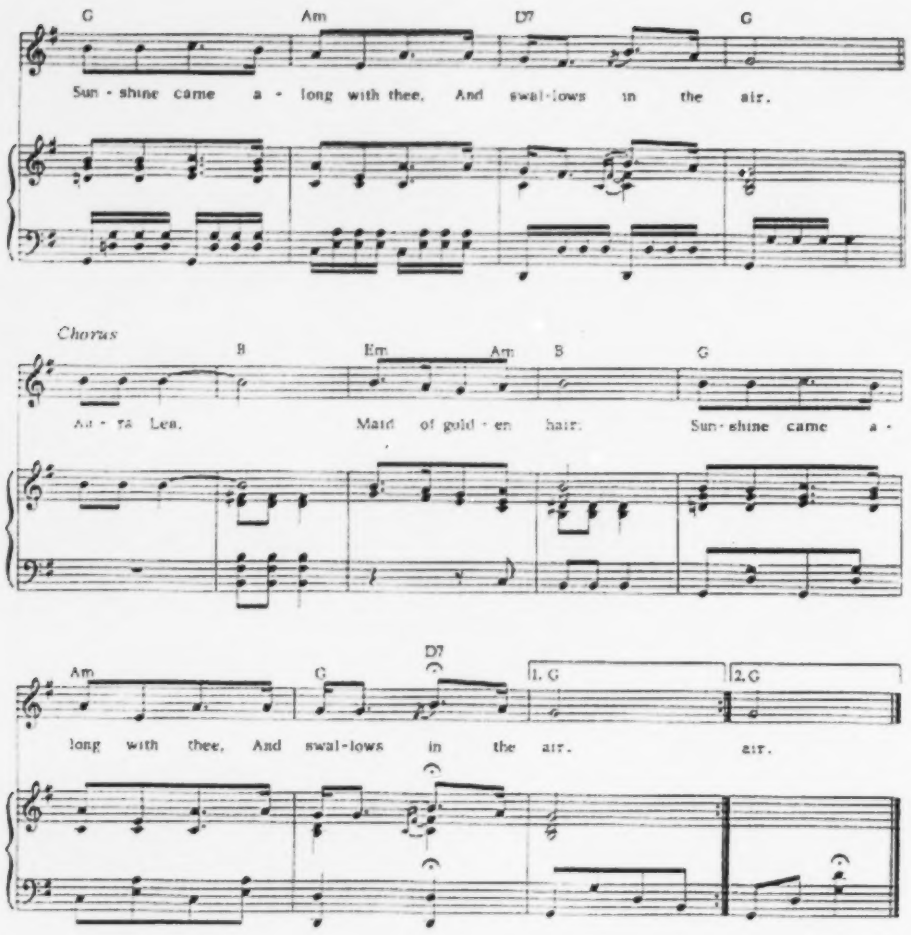
2.
Old Grant is starving us out,
Our grub is fast wasting away,
Pemb' don't know what he's about,
And he hasn't for many a day,
So we'll bury "old Logan" tonight,
From tough beef we'll be set free
We'll put him far out of sight,
No more of his meat for me.
A life on the Vicksburg bluff, etc.

3.
Texas steers are no longer in view,
Mule steaks are now "done up 'brown, "
While peabread, mule roast and mule stew,
Are our fare in Vicksburg town;
And the song of our hearts shall be,
While the Yanks and their gunboats rave;
A life in a bomb-proof for me,
And a tear on "old Logan's" grave.
A life on the Vicksburg bluff, etc.

BEST COPY AVAILABLE

Love Ballad
Aura Lea

Words: W. W. Fosdick, Esq.
Music: C. R. Poulton

Without the tradition of our "shape note" hymns, this beautiful melody could not have been written. Here is that unique fusion of hymn and spiritual which created that distinctive 19th century American flavor. In the present revival of folk music, Aura Lee has become very popular under the title of "Love Me Tender. "

BEST COPY AVAILABLE

2.
In thy blush the rose was born,
Music when you spake,
through shine azure eye the morn
Sparkling seemed to break.
Aura Lea, Aura Lea,
Birds of crimson wing,
Never song have sung to me
As in that sweet spring.

Chorus: Aura Lea, Aura Lea, etc.

BEST COPY AVAILABLE

3.
Aura Lea! the bird may flee,
The willow's golden hair
Swing through winter fitfully,
On the stormy air.
Yet if thy blue eyes I see,
Gloom will soon depart;
For to me, sweet Aura Lea
Is sunshine through the heart,

Chorus: Aura Lea, Aura Lea, etc

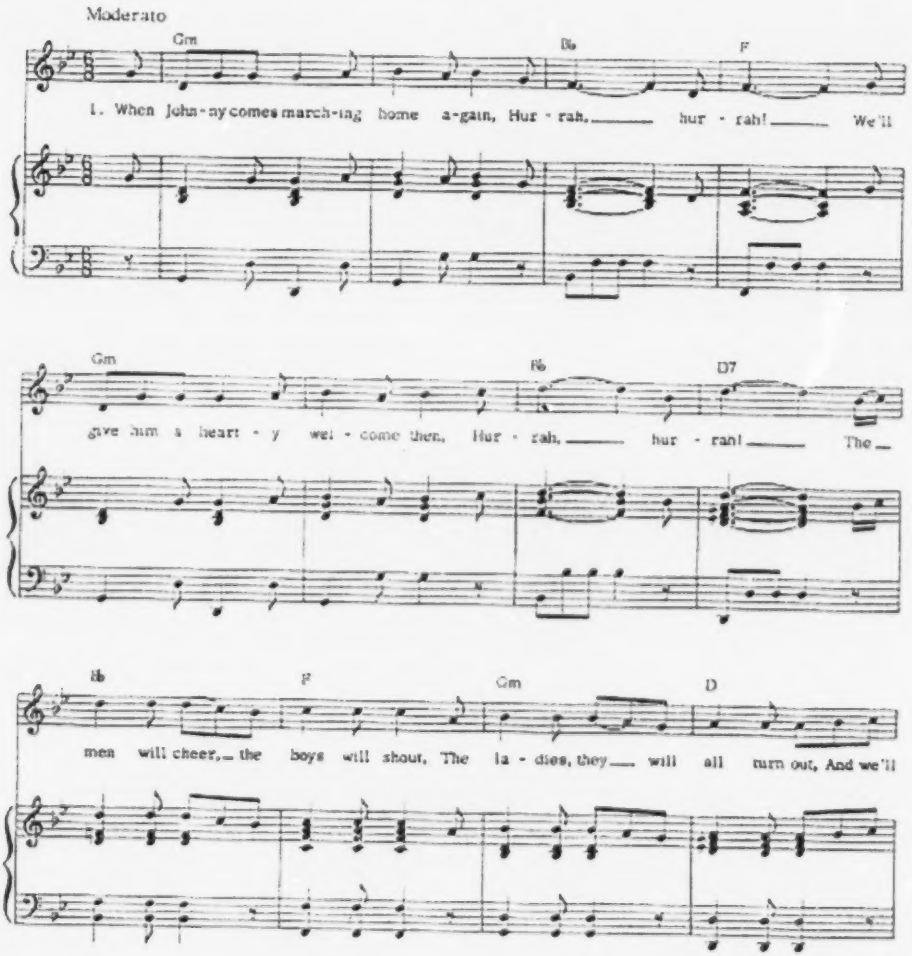
4.
When the mistletoe was green,
Midst the winter's snows,
Sunshine in thy face was seen,
Kissing lips of rose.
Aura Lea, Aura Lea,
Take my golden ring;
Love and light return with thee,
And swallows with the spring.

Chorus: Aura Lea, Aura Lea, etc.

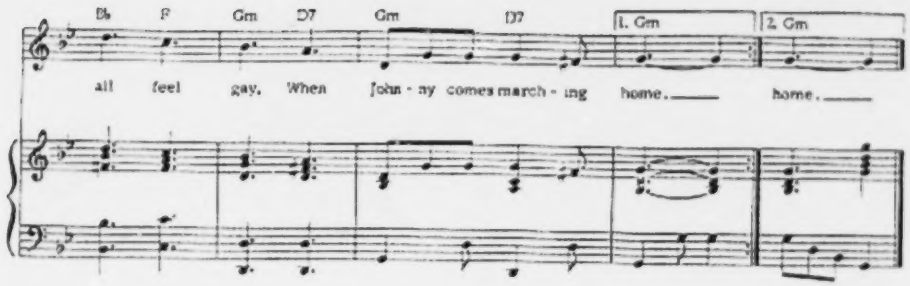
Home Front
When Johnny Comes Marching Home

Words and Music:
Patrick Sarsfield Gilmore

This song has endured throughout the years. Both Confederate and Union Soldiers used it for parody. At New Orleans the Confederates sang it to the title "For Bales" and at Gettysburg, the Union soldiers sang about the "Boys of the Potomac," about McClellan, Pope, Burnside and Meade, The home folks sang with joy and hope about the day "When Johnny Comes Marching Home.'

Pat Gilmore was the band master of the Union Armies.

Moderato
Gm
B♭
F
1. When John-ny comes march-ing home a-gain, Hur - rah, hur - rah! We'll
Gm
B♭
D7
give him a heart - y wel - come then, Hur - rah, hur - rah! The
B♭
F
Gm
D
men will cheer, the boys will shout, The la - dies, they will all turn out, And we'll

BEST COPY AVAILABLE



2.
The old church bell will peal with joy,
Hurrah! Hurrah!
To welcome home our darling boy,
Hurrah! Hurrah!
The village lads and lassies say
With roses they will strew the way,
And we'll all feel gay
When Johnny comes marching home

3.
Get ready for tile Jubilee,
Hurrah! Hurrah!
We'll give the hero three times three;
Hurrah! Hurrah!
And laurel is ready now
To place upon his loyal brow.
And we'll all feel gay
When Johnny comes marching home.

4.
Let love and friendship on that day,
Hurrah! Hurrah!
Their choicest treasures then display;
Hurray! Hurrah!
And let each one perform some part
To fill with joy the warrior's heart,
And we'll all feel gay
When Johnny comes marching home.

BEST COPY AVAILABLE

Song Analysis

Classroom Activities: Language Arts
Music
Social Studies

Grades: 6- 12

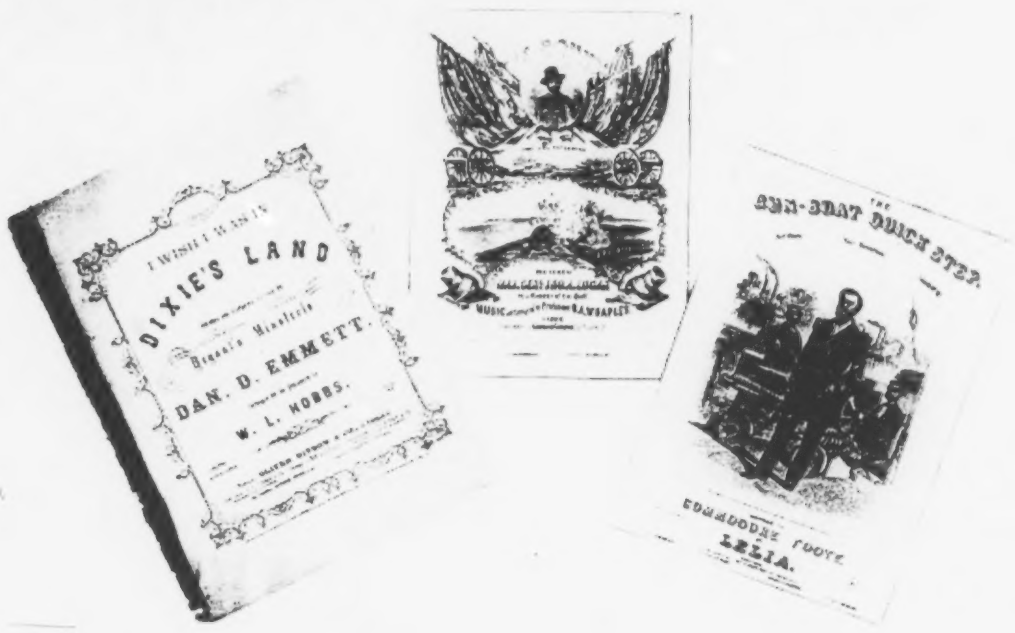
Objectives: The student will study song from a selected historical event and editorialize on its importance to a particular historical event.

Materials: Copy of " A life on the Vicksburg Bluff"

Backgrounds:

By analyzing the words of a song, the student can discover interesting facts about a particular historical event. During the Civil War, singing served as an outlet for soldiers to express their emotions and moods. The song "A Life on the Vicksburg Bluff" reveals what life was like for the Confederate soldier during the 47-day siege of Vicksburg.

Method:

Provide copies of " A Life on the Vicksburg Bluff" for students. Analyze the words and discuss the hardships of enduring a 47-day siege. Define "peabread" and discuss the problems associated with storing and supplying food during the Civil War.

BEST COPY AVAILABLE

Tour Guide Brochure

Classroom Activities: Art
Language Arts
Social Studies

Grades: 5- 12

Objectives: Students will learn to research, analyze, and edit information, maps, charts, photographs and drawings to produce a publication.

Materials: Reference materials, art supplies, writing supplies, graph paper for layout, computer or typewriter for publishing

Background:

Post visit activity. After the students have toured the park, they will create a tour brochure of their experience.

Method:

Students will participate in a field trip to Vicksburg National Military Park. They will develop a tour guide for the battlefield.The class may be divided into teams. Each team is assigned one aspect of the brochure.

Students will collect, organize, analyze and select information for the brochure. The students will write short articles, paragraphs and captions for the brochure. Students will select historical photos and or drawings to incorporate into the brochure. Students will layout, edit and publish the brochure.

Possible Pages:

Cover page
Time line
Maps
Diary accounts
Main sights at the park
Outline of the Campaign

What's My Habitat?

Classroom Activities: Art
Science
Social Studies

Grades: K-7

Objectives: Students will become aware of the essential elements in their habitats, and how human activities can profoundly affect the natural world

Materials: Paper, pencils or crayons

Background:

Every living thing has a place that supplies its essential needs for survival - its habitat. The habitats at Vicksburg went through dramatic changes during the Civil War. Vicksburg was a small city surrounded by farm land. At the start of the war, trees were removed and miles of fortifications built. With the removal of the trees many birds lost their habitats, and others which preferred the open spaces moved in. During the siege, the constant bombardment of the area devastated the remaining wildlife. After the siege, fortifications were destroyed and the land returned to farm land. In 1899, the land was designated a National Military Park and its use by humans became limited. In less than 100 years, the 1800 acres of the park have gone through 4 major changes. These changes were not by natural causes, but by a war.

Method:

Have your students draw and describe their personal habitat. Be sure they include the essential components: food, water, shelter and space. Discuss where their food and water comes from. Have the students draw and describe a farm of the 1800's. What type of plants and animals would like this habitat? Where did their food and water come from? Have the students draw and describe the barren landscape of the fortified lines. Besides soldiers, what species would live here? Have the students draw and describe the siege of Vicksburg. What happened to the natural world during the bombardment? Besides the shelling, what other factors would contribute to animal losses? Finally, tour the park today; how many habitats can you see? Is the park an island in the city for wildlife? What plants and animals might live in the open space? What species would choose the forest?

Woven Histories

Classroom Activities: Art
Mathematics
Social Studies

Grades: K- 12

Objectives: To have students understand how quilts were a way for women to communicate their political beliefs, which could not be publicly expressed. To help students understand the importance of the patchwork quilt to history and art.

Materials: Various colors of construction paper or fabric. Paints or crayons scissors, glue, heat bond material iron or sewing machine.

Background:

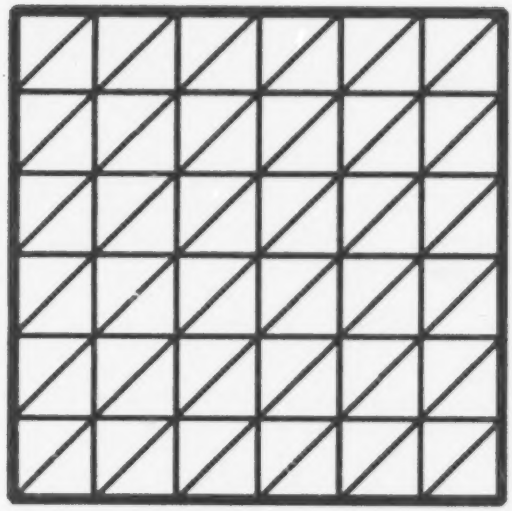
Quilts are a form of art where cloth and batting are held together with stitches. Quilts were a way for women to communicate ideas and political opinions. Women during the 1,800s were not allowed to speak in public or vote, yet they had strong opinions on Union and Secession. Quilt names such as "Lincoln's Platform", "Underground Railroad" of "Fort Sumter Victory" give a clue to the political views of the women who created them. The Civil War inflicted hardships on both sides. The patchwork quilt recycled materials and created lasting memories of that time. During the Civil War both Southern and Northern women made quilts for their soldiers.

Method:

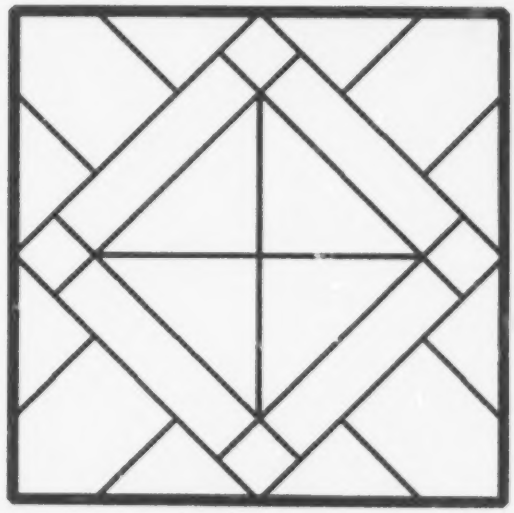
Have the students look at the quilt activity sheet. Younger students can color the different quilt designs. Have older students create a quilt block for the Siege of Vicksburg. Students may be divided into teams. Once the blocks are completed, the students construct a large quilt from their designs. This activity can be done with construction paper or fabric.

Older students can study the geometry of quilt patterns and the use of various shapes and angles to form a flat block.

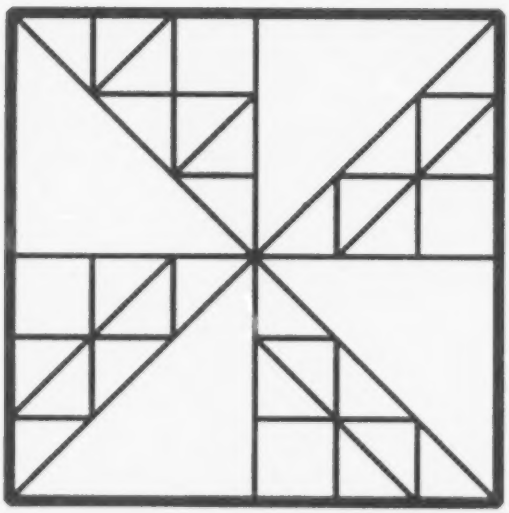
Quilt Activity Sheet



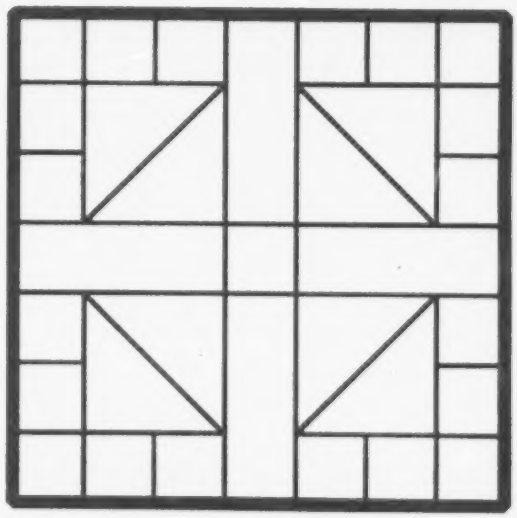
Battlegrounds



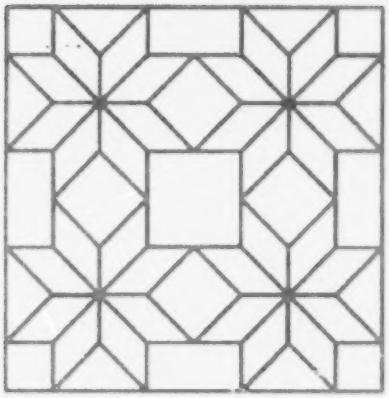
Fort Sumter



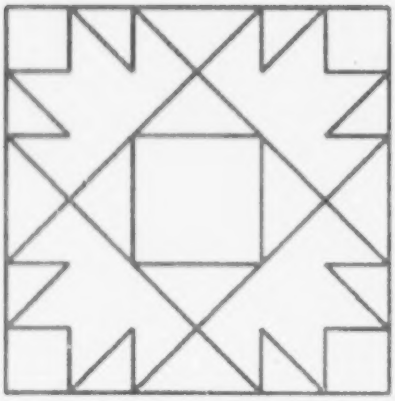
Kansas Troubles



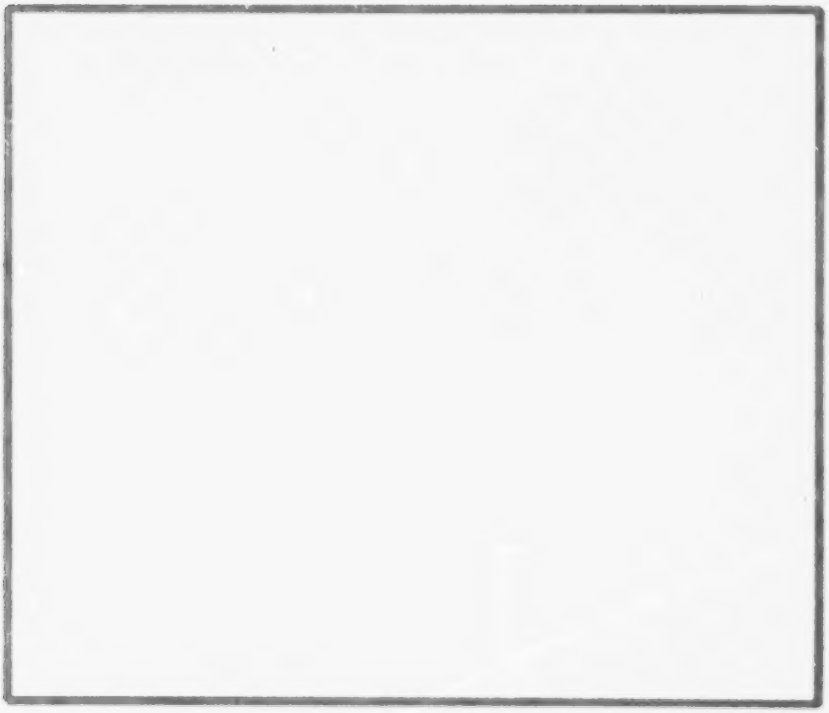
Lincoln's Platform



Mississippi Star



Union Square



Create Your Own Quilt Design

Wrap-up Activities

Post Trip Activities

The field trip isn't over when students get off the bus back at school. Follow-up activities in the classroom can reinforce and put students' park reaming experiences into perspective, as well as build on the high levels of interest and enthusiasm generated by the field trip for some time to come. Some general ideas for post-trip activities are given below:

Discussion

After the field trip, encourage students to discuss their I reactions to their field trip experiences: What did they I like the most? Least? And Why? Have their feelings | or ideas changed about the Park? About the things I they saw there? How and why? Ask them--If you were I giving a friend a tour of the Park, what would you show them first? Last? Not at all? Why?

Review Worksheets

If your students have done worksheet activities at the Park, go over them when you return to the classroom. Discuss their answers, ideas, experiences and any questions they have about what they saw and did. If the trip has generated as many questions as it has answered, has it been successful?

Newspapers or Newsletters

Have students write news articles for the school paper or publish a newsletter about their field trip experiences for their fellow students and parents. Divide up responsibilities for different topics or phases of the field trip among the students, and encourage them to interview one another and to illustrate their stories with sketches or cartoons.

Journal

Have the students write about their trip. Be sure to make a special spot in the classroom so others may read them, and sign "I have read book."

Tape/Video Recordings

Tape record or videotape students' stories about and reactions to their field trip. You may wish to transcribe them and have students illustrate them to add to their park booklet. Or, the stories could be bound into a class volume about the trip.

Letters

Have students write thank you notes to their chaperons and or park personnel, and letters to their parents about their trip experiences. They could even design their own stationary using, signs,

symbols or designs observed in the Park.

Banners and Posters

Ask students to think of their favorite thing they saw at the Park, and to create a banner or poster to encourage other people to visit the Park.

Certificates of Achievement

Make up certificates of achievement for students for successful completion of their field trip. Students may wish to color them and include them in their park journals.

Murals

Have students create murals about either the Civil War or their park experiences. If you took photographs on the field trip, these can be included in the mural or made into a bulletin board display about the trip.

Creative Writing

Have students write poems, essays and stories based on their field trip, theme, or experiences. Encourage them to use their imagination to write about "What if...?" or "A Typical Day in the Life of ...? Have them write about imaginary people that might have experienced the Siege of Vicksburg, incorporating observations and information they learned on their field trip.

Design a Monument

Have students design a monument to their school, class or field trip. Students can draw or build the monument, put on display in the school or classroom.

Cinquain and Haiku

Select an topic and ask the students to write cinquain or haiku poems about it. A cinquain is a five line poem in which the first line consists of one word. The second line is two words which describe the first line. The third line consists of three words depicting an action. The fourth line consists of four words that convey feeling. And the fifth line is again one word which refers back to the first line. A haiku poems consists of three lines with 5, 7, 5 syllables respectively, and is usually about nature.

Traditionally, both forms are rhymeless. And example is given below:

Cinquain
War
Dark, violent
Screaming, charging, exploding
Somber, fear, courage, resolve

Death

Haiku
Silent stone
Glistening, standing, remembering
Ancient warrior sleeps

Tracing Your Ancestors

Have students interview family members about stories they have heard of ancestors in the Civil War. Research library archives, churches, state archives etc... Have the students create a family tree.

Civil War Terms

A

abatis: trees felled with their tops facing in the direction of the enemy and the tips of the branches sharpened into spikes

abolitionist: person opposed to slavery and in favor of ending it

advance: to move forward

agriculture: act of cultivating the soil, fanning

ambulance: wagon or boxcar used to transport wounded or ill soldiers from the field

amenorrhea: abnorrnal suppression or absence of menstruation

ammunition: bullets, gunpowder, shot and shell used in firing weapons of war

amputation: surgical operation used to remove an arm, leg or other extremity

anesthesia: compound used to make patients unconscious before surgery

Army of the Tennessee: principle Federal force in the Western Theater of operations

Army of Trans-Mississippi: principle Confederate force in the Western Theater of operations

artifact: man-made object from a past time

artillery: cannon and mortars used in the Civil War to support the infantry and defend fixed positions

B

battery: number of similar items grouped as a unit; such as a battery of cannon

Battery DeGoyler: Union battery position of the 1 2th Michigan, named for the commanding officer who died in the siege of Vicksburg;

battle: an encounter of two armies

battlefield: place where a battle is fought; area of conflict

black powder: an explosive consisting of a compound of potassium nitrate, sulfur and

charcoal.

blockade: practice of positioning naval ships in front of an enemy's harbors and river openings to prevent vessels loaded with commerce from entering and departing

bondage: slavery; a state of being bound by law

border states: the slave states located between the North and the South that stayed in the Union during the Civil War

brigade: an organized military unit that was generally composed of five regiments and led by a brigadier general

C

caisson: a large box used to hold ammunition; a horse-drawn vehicle, usually two wheeled, formerly used to carry two ammunition boxes

caliber: the diameter of the inside of a tube; the diameter of the bore of a gun; the diameter of a bullet or shell

camp: ground on which an army pitches its tents

campaign: connected series of military operations forming phase of a war

canister: a type of Civil War artillery ammunition that resembled a coffee can containing small, round, iron balls packed in sawdust and used for defending against infantry attack

cannon: artillery piece; big gun

casualty: military person lost through death, wounds, injury, sickness, capture, or missing in action

cavalry: army component mounted on horseback used mostly for scouting, raids and protecting the flanks of the army

chevaux de frise: a fence of stakes or sharpened sticks forming a defense barrier or fortification

comrade: fellow soldier

Confederacy: the union of the Southern states that had seceded

Confederate: an adherent of the Confederate States of America or its cause; Southerner;

also called a rebel or Johnny Reb

Confederate Flag: the Confederate flag had 3 versions, the first flag was the "Stars and Bar", second, "Stainless Banner and the third "National Flag", however many people assume "Beauregard's Battle Flag" was the national flag

Confederate States of America: the country formed by the states that seceded from the United States of America

Congressional Medal of Honor: highest award for acts of bravery given by the United States

conscription: law which order men to military service; today called the draft

constitution: written plan of government

contraband: black slave who, during the Civil War, escaped to or was brought within the Union line

convalescent: recovering injured or ill person

Copperhead: Northern Democrat who opposed the Union's war policy and favored a negotiated peace

corps: large military unit composed of three divisions led by a lieutenant general (Confederacy) or a major general (Union)

court martial: to subject to a military trial with a court consisting of a board of commissioned officers

counterattack: attack made to counter (off-set) an attack by the enemy

countermine: tunnel for intercepting an enemy mine

crater: large hole, natural or man made. Natural causes include volcano or meteorite, man-made causes include artillery shells or explosives

Crater, Battle of the: 20 hour battle which occurred at Third Louisiana Redan on June 25th. The Union exploded black powder beneath the Confederate line of defense at the Third Louisiana Redan

cross fire: firing from two or more points so that the lines of fire cross

culture: the way of life of a group of people, including their customs, traditions, and values

D

Davis, Jefferson: president of the Confederate States of America

defensive war: a war in which an army fights to defend its land or territory

depot: a place to store military supplies

desertion: the act of a soldier leaving military service without the legal authority to do so

detonate: to set off an explosion

digitalis: a drug prepared from the seeds and dried leaves of the genus Digitalis, which includes foxgloves, used as a cardiac stimulant

division: military unit composed of three or four brigades led by a major general

domino: rectangular block whose face is divided into two equal parts that are black or blank marked with one to six dots and used in a game

dysentery: an infection of the lower intestinal tract producing pain, fever, and severe diarrhea, often with the passage of blood and mucus; the number one killer in the Civil War

E

earthworks: earthworks with wooden frameworks and dirt in front; breastworks

Emancipation Proclamation: proclamation that was signed and issued by President Lincoln on September 22, 1862, which freed the slaves in the Confederacy effective January 1, 1863

embalm: to protect a corpse from decay

engineer corps: military organization involved in skillfully laying out or constructing a military operation

enlistment: the state of being enrolled in the military

F

Federal: supporter of the United States Government in the Civil War; soldier in the Federal (Union) army; Northerner also called Billy Yank

flank:	the end of a battle line
folk song:	a song of the common people of a country or region that reflects their life style
forceps:	medical instrument used in delicate operations for grasping, holding firmly, or exerting traction
fort:	strong or fortified place for protection against the enemy. Fort Hill, Fort Garrott and South Fort at Vicksburg
fortification:	works erected to defend a place
foundry:	place where iron and steel are made into usable items
free state:	a state that did not allow slavery
frontal assault:	a direct attack on the enemy's front
fugitive slave:	slave who runs away from his master
Fugitive Slave Act:	a strong fugitive slave law authorizing the return of a fugitive slave to his master and five years imprisonment to anyone who helped a suspected fugitive
furlough:	to grant a leave of absence

G

gabion:	cylindrical basket open at both ends and filled with dirt used to stabilize earthworks
Grant, Ulysses S.:	general in command of the Army of the Tennessee during the Vicksburg Campaign, later commander of all the armies of the United States
grapeshot:	a cluster consisting of nine or more small balls put together by means of cast-iron circular plates at top and bottom with two rings and a central connecting rod; used in a cannon to disrupt troop movement
Gunner's Quadrant:	instrument used to measure the angle of elevation of long heavy guns and mortars
gunboat:	a small armed vessel

H

Habeas Corpus:	the right of a citizen to obtain a writ of habeas corpus as a protection against illegal imprisonment
hardtack:	hard square cracker made of flour, water and salt; one of the major staples for both Northern and Southern soldiers
headquarters:	place from which a military commander issues orders and performs the duties of command
housewife:	a small sewing kit, usually handmade, carried by soldiers and sailors during the Civil War

I

infantry:	foot soldiers; basic unit of a Civil War army
inquiry:	investigation
ironclad:	a 19th century warship having sides armored with metal plates
invader:	one that enters in a hostile manner

K

kept:	a military cap having a close-fitting band, a round top sloping toward the front, and a visor

L

lanyard:	a strong cord with a hook at one end used to fire a cannon
leukorrhea:	A vaginal discharge containing mucus and pus cells
limber:	a large ammunition box; formerly a two wheeled horse drawn vehicle that tow a cannon a contained one ammunition box
Lincoln, Abraham:	16th President of the United States assassinated April 14, 1865, shortly into his second term
litter:	stretcher used to carry a sick or injured person
lyrics:	words to a tune

M

magazine: a place to store ammunition

manpower: strength expressed in terms of available persons to perform a task

Mason and Dixon Line: line used to determine the boundary between Pennsylvania and Maryland; traditionally, seen as the boundary line between North and South

medicinal: for medical purposes

mess: a group of men, usually in the military who regularly eat meals together

mine: during the Civil War it generally referred to a system of tunneling under the enemy earthworks and detonating explosives to create a crater or opening where troops could charge the enemy; encased explosive designed to destroy the enemy and/or enemy property

minie ball: large, elongated bullet made of soft lead that was fired from Civil War

Montgomery: capital city of the state of Alabama; first capital of the Confederate States of America

morphine: very powerful painkilling drug

mortally wounded: wounded to extent that death follows

mortar: muzzle-loading cannon used to fire projectiles at high angles

N

North, the: those states which opposed the Confederate State of America during the Civil War; the Union; Federal troops; Northerners

offensive: making the attack

P

parapet: an earthen or stone embankment protecting soldiers from enemy fire

parole: the promise of a prisoner of war upon his faith and honor to fulfill stated conditions in consideration of special privileges, usually release from captivity.

pea bread: peas ground into a powder, mixed with water and salt to form a bread. Eaten by Confederate troops at Vicksburg

Pemberton, John Clifford: general in command of the Confederate forces during the Siege of Vicksburg

picket: person placed on guard duty at the front lines

plantation: large farm raising one main crop

political map: map that shows such things as national and state boundaries and the names and locations of towns and cities

pontoon bridge: bridge whose deck is supported by flat bottomed boats

prejudice: an unwarranted bias

prisoner of war: soldier captured by the enemy and placed in an enemy camp

Quartermaster: a commissioned officer of the Quartermaster Corps whose duty is to provide clothing and subsistence for a body of troops

R

railroad: road having a line of rails fixed to wooden ties to provide a track for cars drawn by locomotives

Railroad Redoubt: four sided earthwork used to defend the rail line into Vicksburg

ration: the food allowance of one soldier4

rebel: one who fights authority; Southerner; Confederate; Johnny Reb

rebellion: armed resistance to the authority of an established government

recruiter: person who gets new soldiers for an army by encouraging men to enlist

redan: a three-sided fortification forming a salient angle

redoubt: a four-sided fortification rectangular or square used to defend a road, rail line, hill or pass

regiment: military unit composed of 10 companies and led by a colonel

reinforce: to strengthen by adding something new

reinforcement: an additional supply of soldiers

repel: to drive back; to fight against

replica:	a close reproduction of the original
rheumatism:	any of several pathological conditions of the muscles, tendons, joints, bones, or nerves, characterized by discomfort and disability
Richmond:	capital city of the state of Virginia; second capital of the Confederate States of America
rifled musket:	term adopted in 1855 to designate those shoulder arms that retained the outside dimensions of the old muskets but had rifled barrels

S

salient:	an outwardly projecting part of a fortification or defensive line
sanitation:	the promotion of hygiene and prevention of disease achieved through the maintenance of clean conditions
sap:	a trench or tunnel dug to a point within an enemy position; to undermine the foundation of a fortification
sap roller:	cylindrical object of basketwork rolled ahead of men constructing a sap (trench) toward the enemy to provide cover from the enemy's small-arms fire
scalpel:	small, sharp knife used by surgeons to cut through skin and other soft tissue
scorbutus (scurvy):	a disease characterized by spongy gums, loosening of the teeth and a tendency to bleed into the skin and mucous membranes and caused by a dietary deficiency of ascorbic acid-vitamin C
secede:	to withdraw from; pull-out
segregation:	the separation of groups of people based on race
shell:	a projectile or piece of ammunition having a hollow tube or depression containing explosives used to propel the projectile
shot:	a round projectile or piece of ammunition
shrapnel:	an artillery shell containing metal balls fused to explode in the air above the enemy troops; shell fragments from an exploding shell
siege:	military blockade of a town or fortified place to force its surrender by cutting communications and supply lines; military operations in which the

	enemy surrounds pins down an army
signal flag:	flag made of several colors to contrast with the landscape and used to send messages
slave:	person who is owned by another person
slave state:	a state where slavery was permitted
slavery:	the state of a person who has been purchased by another: bondage
smoothbore:	a cannon or gun having no rifling; having a smooth tube
soldier:	someone who is engaged in military service
South, the:	those states which lie south of the Mason-Dixon Line; the Confederate States of America; the Confederacy; the Southerners; Confederate troops
spiritual:	a religious song that was developed primarily by blacks in the South
spoil:	property taken form the enemy in war; loot
spathe:	a leaflike organ that encloses or spreads from the base of the spadix of certain plants, such as jack-in-the pulpit or the calla
sponge:	pad used in surgery and medicine; artillery accessory used to wet cannon tube after firing
stalemate:	a standoff; a deadlock; a fight without a winner
states, rights:	the political doctrine that all powers not given to the central government by the Constitution belonged to the states themselves
stockade:	a line of stout posts or timbers set firmly in the earth in contact with each other to form a barrier or defense fortification
strategy:	the science or art of military command as applied to the overall planning and conducting of large-scale operations
styptic:	contracting the tissues or blood vessels
supply center:	place which supplies needed goods to other places
surrender:	to give up control of
sutler:	private businessman who followed the army and sold goods to the soldiers

suture: silk thread stitch used to sew up wounds

sympathizer: someone who tends to favor a particular cause

T

tactics: The technique or science of securing the objectives designated by strategy; the art of deploying and directing troops, ships in an effective manner against the enemy

telegraph: a message sent electrically by wire

theater: large area where military campaigns took place

thumbstall: leather thumb covering worn by a cannoneer as a vent stop

torpedo: a small explosive consisting of a container, gunpowder and firing mechanism, denotation could be caused by contact, pressure, friction primer or electrically; mine

tow-hook: hook used to remove the cotton waste in which the rounds of artillery ammunition were packed

trench: deep ditch where troops sought protection during battle; a long narrow excavation used for military defense and often having the excavated dirt piled up in front of it as an earthwork

troops: soldiers

tunnel: horizontal passage through or under an obstruction

Typhoid fever: an acute, highly infectious disease caused by the typhoid bacillus, Salmonella typhosa transmitted by contaminated food or water and characterized by red rashes, high fever, bronchitis and intestinal hemorrhaging

U

Union: those states remaining loyal to the United States of America; the North; Federal; Northern

United States Colored Troops: black soldiers who fought in the Union Army

United States Sanitary Commission: relief organization whose primary goal was to supply the material wants of the soldier

V

volunteer: person who offers himself for service without being forced to do so

W

wad: separated the powder from the shot, made of loose pieces of cordage

weapon: an instrument used for fighting

worm: an artillery accessory used to used to extract the wad and cartridge from the bore if necessary

Y

Yankee: a soldier who fought with the Union; a Federal; Billy Yank; Blue jacket

Read More About It.....

Many of the books listed below were used in preparation of Educator's to Vicksburg National Military Park.

For the convenience of you and your students, the books are divided into three reading levels and appear alphabetically by title.

Level One

The following books were written especially for children.

A Battlefield Atlas of the Civil War, by Craig L. Symonds, Nautical and Aviation, 1983.

Abraham Lincoln: To Preserve the Union, by Russell Shorto, Silver Burditt Press, 1991.

An Album of the Civil War, by William Loren Katz, Franklin Watts, Inc., 1974.

The Civil War. by Fletcher Pratt, Garden City Books, 1955.

Civil War: America Becomes One Nation, by James I. Robertson, Jr., Alfred A. Knopt, 1992.

Civil War Weapons, by C.B. Colby, Coward-McCann, 1962.

The Golden Book of the Civil War American Heritage, 1961.

Ironclads of the Civil War, by Frank R. Donovan, American Hertiage, 1964.

Lincoln: A Photobiography, by Russell Freedman, Clairon Books, 1987.

The Story of Ulysses S. Grant, by Jeannette C. Nolan, Grossett, 1952.

Two Flags Flying, by Donald J. Sobol, Plan and Muck, 1960.

Level Two

The following books are appropriate for Junior High students

Abraham Lincoln. by James H. Daugherty, Viking, 1943.

The American Heritage Picture History of the Civil War. by Bruce Catton, American Heritage, 1960.

Billy Yank and Johnny Reb, by Ear.' Schnenk Miers, Rand McNally, 1960.

Captive Bodies. Free Spirits: The Story of Southem Slavery, by William J. Evitts, Julian Messner, 1985.

The Concise Illustrated History the Civil War, by James I. Robertson, Robertson, Books, 1971.

Davis, by Perry Scott King, Chelsea House, 1990.

Decisive Battles of the Civil War. by Joseph B. Mitchell, Putnam, 1955.

First Book of the Civil War, by Dorothy Sterling, Doubleday, 1963.

Freedom Train. by Dorothy Sterling, Country Life Press, 1954.

Jefferson Davis, by Perry Scott King, Chelsea House Publishers, 1990,

The Life of Billy Yank: The Common Soldier of the Union, by Bell Irvin Wiley, Louisiana State University Press, 1952.

The Life of Johnny Reb: The Common Soldier of the Confederacy, by Bell Irvin Wiley, Louisiana State University Press, 1943.

The Negro in the Civil War, by Benjamin Quarles, Little, Brown & Co., 1969.

Pictorial Encyclopedia of the Civil War Medical Instruments and Equipment, Volume 1, by Dr. Gordon Dammann, Pictorial Histories Publishing, 1983.

The Story of the Civil War, by Russell Potter Reeder, Duell, Sloan, and Pearce, 1958. of the war.

Level Three

Books listed below are intended for the advanced reader. Many deal exclusively with the Campaign of Vicksburg.

Abraham Lincoln, by Benjamin P. Thomas, Knopf, 1952.

Battles and Leaders of the Civil War, Volumes I - IV. edited by Robert U. Johnson and Clarence Buell, Castle, 1887.

Battle Cry of Freedom: The Civil War Era, by James M. McPherson, Oxford University Press, 1988. This is one of the most popular histories on the Civil War.

Battles in the Civil War: Generalship and Tactics in America 1861- 1865, by Paddy Griffith, Field Books, 1986.

The Civil War Dictionary, by Mark Mayo Boatner III David McKay Co., 1959.

The Civil War Songbook, Introduction by Richard Crawford, Dover Publications, Inc., 1977.

Doctors in Blue, by George W. Adams, Schuman, 1952.

Doctors in Gray, by H.H. Cunningham, Louisiana State University Press, 1958.

Final Fortress: The Campaign for 1862 - 1863, Samuel Carter Carter III, 1988.

Forged in Baffle: The Civil War Alliance of Black Soldiers and White Of Officers, by Joseph T. Glatthaar, Free Press, 1990.

Generals in Blue. by Ezra J. Warner, Louisiana State University Press, 1964.

Generals in Gray, by Ezra J. Warner, Louisiana State University Press, 1959.

Grant: A Biography, by William S. McFeely Norton 1981

Hardluck Ironclad. by Edwin Bearss, Louisiana State University Press, 1980.

Jefferson Davis, by Clement Eaton, Free Press, 1977.

Life on the Mississippi, by Mark Twain, Airmont, 1965.

Lincoln Finds a General, by William T. Harry, Knopf, 1952.

The Negro's Civil War, by James M. McPherson, University of Illinois Press, 1982.

Numbers and Losses in the Civil War of America, 1961-65, by Thomas L. Livermore, Houghton, Mifflin and Company, 1900.

Personal Memoirs of U.S. Grant, edited by E. B. Long, DaCapo Press, 1952.

Poems and songs of the Civil War, edited by Lois Hill, 1990.

The Sable Arm: Black Troops in the Union Army 1861 - 1865, by Robert Selph Henry, Bobbs-Merrill, 1931.

Singing Soldiers: A I History of the Civil War in Song selections by Paul Glass, Musical arrangements by Louis B. Singer, Da Capo Press, 1968.

Spies. Scouts and Raiders, editor in chief Henry Anatole Grumwald, Time/Life, 1985.

Soldiers Blue and Gray, by James I. Robertson, Jr., University of South Carolina Press, 1988.

Southern War Songs: A Collection of War Songs of me South. 100th Anniversary edition, Originally printed by United Daughters of Confederacy, 1988.

Struggle for Vicksburg by Stephen E. Ambrose, Eastern Acorn, 1982.

Vicksburg: and the Opening of the Mississippi. 1862-63, by National Park Service, Government Printing Office, 1986

Vicksburg: 47 Days of Siege, May 18 - July 4. 1863, by A. A. Hoehling, Fairfax Press, 1969.

Vicksburg:: Southem City Under Siege, by William Lovelace Foster, Historic New Orleans Collection, 1980.

War on the Mississippi editor in chief Henry Anatole Grumwald, Time/Life, 1985.

And In The End..

"Shortly after Appomattox, Walt Whitman, a Brooklyn journalist and sometime poet who worked in the appalling Union hospitals, warned prosperity of what he had seen. "Future Years will never know the seething hell and the black infernal background, the countless minor scenes and interiors of the secession war; and it is best they should not. The real war will never get in the book."

In the century and a quarter since the war's conclusion more than fifty thousand books have been published on the Civil War; countless personal diaries and regimental histories, biographies and military narratives, pictorial essays, social analyses, works that have treated the causes and effects, demographics, crop statistics, and even the weather. There have been books of maps, books of letters, books of orders, books of books, philosophical essays, novels, poems and music. Each year dozens of new titles appear, offering to revisit the war, to reinterpret or rearrange those strange days and hard events.

And yet Whitman's words retain their force. The "real war" stays there, outside all the books, beckoning to us. Why did Americans kill each other? How did it happen? Who were these people who fought and killed, marched and sang, wrote home, skedaddled, deserted, died, nursed, lamented, persevered? What was it like to be in that war? What did it do to America and Americans? Why are we still so drawn to this tale of suffering, catastrophe, valor and death?

Geoffrey C. Ward, Ken Bums, Ric Bums
PBS Series "The CIVIL WAR"

"Any understanding of this nation has to based, and I mean really based, on an understanding of the Civil War. It defined us. The Civil War defined us as what we are and it opened us to being what we became, good and bad things. Its was the crossroads of our being; the suffering the enormous tragedy of the whole thing. Its what made us a nation. Before the war, people had a theoretical notion of having a country, but when the war was over, on both sides they knew they had a country. They'd been there. They had walked its hills and trampled its roads. They saw the country. And they knew the effort that they had expended and their dead friends had expended to preserve it Before the war, it was said "The United States are..." After the war, it was always United States is....

Shelby Foote

"the sun rises over the hills and sets over the mountains, the compass just points up and down, and we can now laugh at the absurd notion of there being a north and a south... We are one and undivided

Sam Watkins Company H 1st Tennessee Regiment

Evaluation

Teacher: _____ Date: _____

Name of School: _____ Grade: _____

Number of Students Participating in Activity: _____

Pre-Visit Activities

1. Which activities did you use before your visit?

2. Were the activities appropriate to the grade level or students abilities?

3. Were the instructions and background information clear?

4. How did the students respond to the activities?

Field Trip Activities

1. Did you bring your students to the Military Park? If no, why not?

2. Did you do any of the activities at the park? If so, which ones?

Post-Visit Activities

1. Which, if any, post-visit activities did you use?

2. Were they applicable to your class and the field trip?

Overall

1. Did you find the Educator's Guide to Vicksburg National Military Park useful?

2. Do any of the activities need refining? If yes, explain.

3. What other activities would you like to see in the guide?

4. Are you interested in participating in workshops at the park?

Additional Comments

Thank you for taking the time to participate in the pilot program. Your comments will enhance of guide and help establish a partnership between teachers and rangers.

Please return this critique form to Education Ranger, Vicksburg National Military Park, 3201 Clay St., Vicksburg, MS 39183-3495